

State Board of Education

*Missouri Department of
Elementary and
Secondary Education*



"Making a positive difference through
education and service"

STRATEGIC PLAN

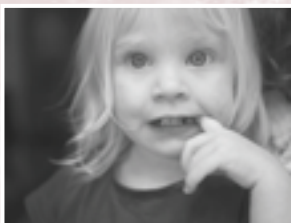
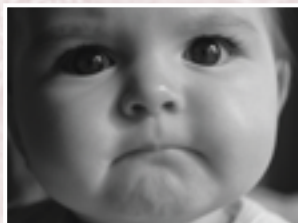
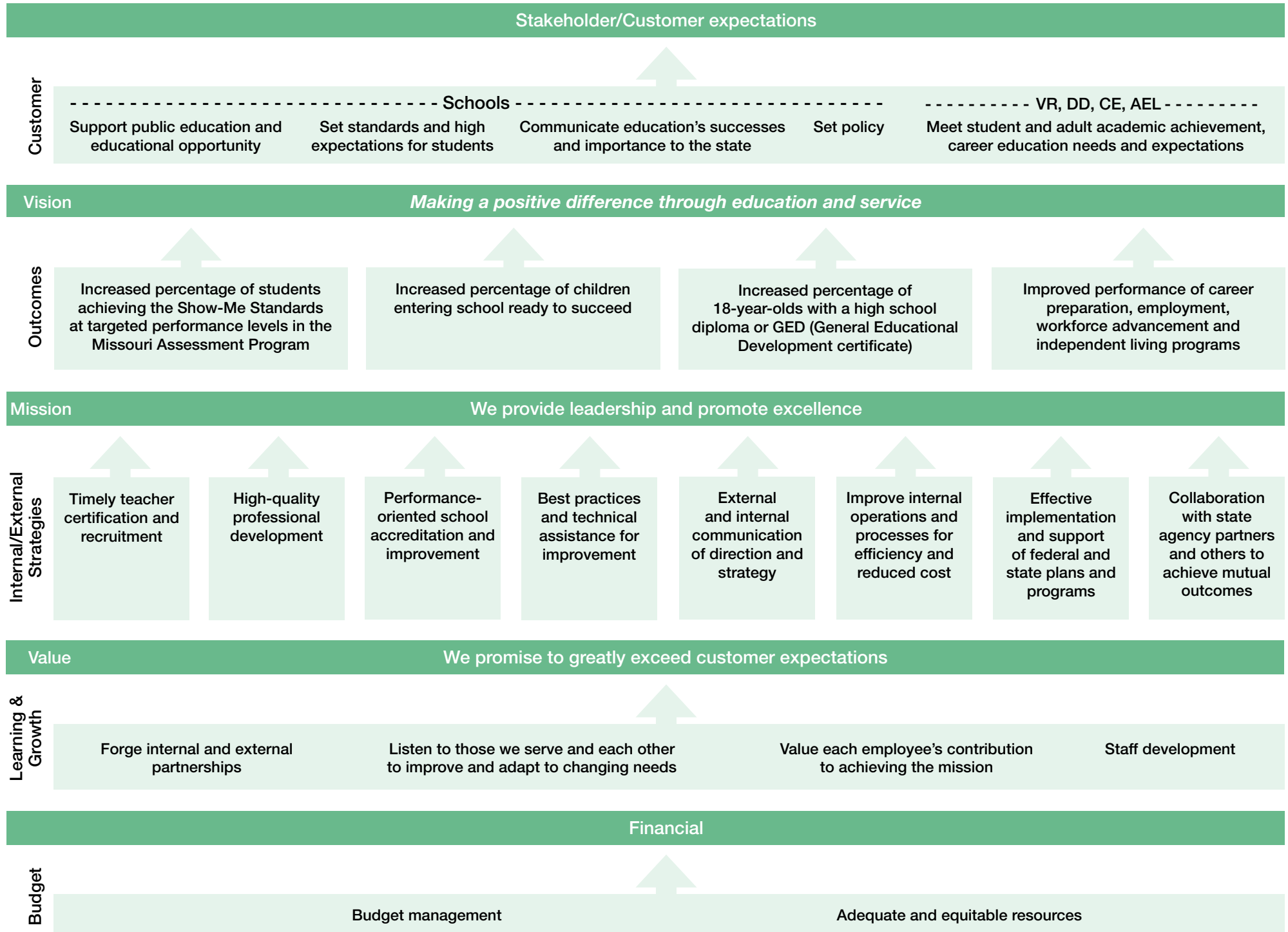


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Missouri Department of Elementary and Secondary Education Strategy Map



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2006 Strategic Plan-on-a-Page^{*}

OUTCOME I	OUTCOME II	OUTCOME III	OUTCOME IV
<p>Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program</p> <hr/> <p>OBJECTIVE 1: Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year through 2009.</p> <p>OBJECTIVE 2: Decrease the gap in achievement scores between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009.</p> <p>OBJECTIVE 3: By 2009, the percentage of students that score at or above the proficient level on the 3rd Grade Reading/Communication Arts component of the MAP will increase from 33 percent to 60 percent.</p> <p>OBJECTIVE 4: Increase to 98 percent by 2009 the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Promote and sustain a system of high quality professional development for Missouri educators centered on research based best practices and model programs. • Identify model programs and practices in high-performing schools with significant numbers of minority students. • Hold schools accountable for achievement of minority students through MSIP. • Advocate for sustaining an equitable and adequate basic state aid to help districts improve salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs. • Assist districts in attracting high quality teachers to low-performing schools. 	<p>Increased percentage of children entering school ready to succeed</p> <hr/> <p>OBJECTIVE 1: By 2008, Increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services.</p> <p>OBJECTIVE 2: Increase the number of children, ages three to five, receiving DESE-supported quality care and education from 22,499 (12 percent) in 2003 to 28,360 (15 percent) in 2007).</p> <p>OBJECTIVE 3: By 2008, increase from 84 percent in 2003 to 86% the number of public school kindergartners attending full-day programs.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Promote expansion of developmental screening services. • Inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high need families. • Encourage districts to use existing and new resources to expand preschool opportunities. • Support research-based curriculum and nationally recognized programs for providers of preschool care and education. • Inform school personnel and parents about the benefits of full-day kindergarten. 	<p>Increased percentage of 18-year-olds with a high school diploma or GED (General Educational Development certificate)</p> <hr/> <p>OBJECTIVE 1: Decrease the state's annual dropout rate to 3 percent by 2008.</p> <p>OBJECTIVE 2: By 2008, increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Promote programs such as the GED Option and A+ Schools which encourage students to stay in school and obtain their high school diplomas. • Evaluate districts' efforts to reduce the dropout rate through MSIP. • Continue to collaborate with other state agencies, business and industry to establish a comprehensive system of workforce education and preparation. • Work with districts to fully implement the Missouri Comprehensive Guidance Program. • Coordinate and provide electronic linkages to Missouri Career Centers. • Support strategies for youth with disabilities that promote parent involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community. 	<p>Improved performance of career preparation, employment, workforce advancement, and independent living programs</p> <hr/> <p>OBJECTIVE 1: Meet or exceed performance goals for students enrolled in Adult Education and Literacy (AEL) and English as a Second Language (ESL) Program.</p> <p>OBJECTIVE 2: Strive to obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 70% through 2007.</p> <p>OBJECTIVE 3: Maintain a decision accuracy rate of 96 percent or better and a turn-around time of 86 days or less in processing Social Security Disability claims.</p> <p>OBJECTIVE 4: Meet or exceed performance goals for students enrolled in vocational-technical education programs at the secondary and postsecondary level.</p> <p>OBJECTIVE 5: Increase the number of persons with significant disabilities who receive Independent Living Services by 9 percent, from 18,294 in FY2004 to 20,000 by 2008.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities. • Collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost effectiveness of resource sharing.

^{*}Outcome V not included due to space limitations.

Strategic Plan

Executive Summary

Vision Statement: “*Making a positive difference through education and service*”

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens. We believe that, by 2008, Missouri’s public education system will rank among the top 10 in the nation.

Mission Statement: We provide leadership and promote excellence.

We

- Champion high-quality public education
- Advocate equity for every learner
- Develop school leaders and other educational team members
- Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship
- Evaluate program and policy effectiveness
- Share best practices
- Carry out programs with the least administrative burden and cost
- Assist persons with disabilities by providing individualized support and services
- Create a caring workplace that fosters teamwork and personal and professional growth

Value Statements: We promise to greatly exceed customers’ expectations.

We

- Listen to those we serve in order to improve our operations and adapt to changing needs
- Forge partnerships to improve our services
- Value each employee’s contribution to achieving the mission

Key Outcomes, Objectives & Programs

- I. Key Outcome:** Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year through 2009.
2. Decrease the gap in achievement scores between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009.
3. By 2009, the percentage of students that score at or above the proficient level on the 3rd Grade Reading/Communication Arts component of the MAP will increase from 33 percent to 60 percent.
4. Increase to 98 percent by 2009 the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Programs: Missouri School Improvement Program, Priority Schools, Regional Professional Development Centers, SuccessLink, Accelerated Schools, Summer School Funding, Technology Grants, Project Construct, Practical Parenting Partnerships, Reading First Grants, Title I, Reading Success Network, Missouri Reading Initiative, Missouri Mathematics Academy, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web Site, National Board Certification Support, Missouri Student Information System

- II. Key Outcome:** Increased percentage of children entering school ready to succeed

Key Objectives

1. By 2008 increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services.
2. Increase the number of children, ages 3 to 5, receiving DESE-supported quality care and education services from 22,499 (12%) in 2003 to 28,360 (15%) in 2007.
3. By 2008 increase from 84 percent in 2003 to 86 percent the number of public school kindergarteners attending full-day programs.

Key Programs: Parents as Teachers (PAT), First Steps, Missouri Preschool Program, Title I Preschools, Early Childhood Special Education Services, Foundation Program which supports Full-day Kindergarten, Missouri Student Information System

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or GED (General Education Development certificate)

Key Objectives

1. Decrease the state's annual dropout rate to 3 percent by 2008.
2. By 2008 increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military.

Key Programs: A+ Schools, Foundation Formula, Alternative Education Centers, Vocational Rehabilitation-Transition from School to Work Program, Reading First Grants, Title I, High Schools That Work, Comprehensive Guidance Program, Secondary Career Education Programs, GED Option, Missouri Student Information System

IV. Key Outcome: Improved performance of career preparation, employment, workforce advancement, and independent living programs

Key Objectives

1. Meet or exceed performance goals for students enrolled in Adult Education and Literacy (AEL) and English as a Second Language (ESL) programs.
2. Strive to maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, at 70 percent through 2008.
3. Maintain a decision accuracy rate of 96 percent or better and a "turn-around" time of 86 days or less in processing Social Security Disability claims.
4. Meet or exceed performance goals for students enrolled in career education programs at the secondary and postsecondary levels.
5. Increase the number of persons with significant disabilities who receive Independent Living Services by 9 percent, from 18,294 (FY 2004) to 20,000, by 2008.

Key Programs: Adult Education and Literacy, GED Online, Family Literacy with ESL Focus, Vocational Rehabilitation Services, Social Security Disability Determination Services, Independent Living Services, Post-secondary Career Education Programs, Secondary Career Education Programs, Vocational-Technical Enhancement Grants, High Schools That Work, Missouri School Improvement Program, Transition from School-to-Work Program, Community Rehabilitation Programs, Sheltered Workshops, Supported Employment Program, Missouri Student Information System

V. Key Outcome: Effective, efficient, and responsible Department operations

Key Objectives

- 1.1 Decrease printing costs while improving publication quality.
- 1.2. Decrease mailing costs.
- 2.1. Increase the number of managers who are compliant with the state management training rule.
- 2.2. Lower the turnover rate of Department employees.
- 2.3 Decrease the number of workers compensation lost work day injuries.
- 3.1 Improve service and enhance communication through a culturally diverse and knowledgeable workforce.
- 3.2 Increase the percentage of minority and female Department employees in the top quartile of earnings.
- 3.3 Increase the Department's purchases from certified minority and female businesses, as prescribed by the Governor's Executive Order 05-30.
- 4.1 Creation of an Information Portal to Education Data for Decision Making
- 4.2 Planning for Student Information System.

Key Programs: DESE University, State Education Center, Worker's Compensation, Minority and Women Owned Business Enterprises, Missouri Student Information System

Participants in the 2006 Planning Process

Strategic Planning Teams

OUTCOME I: Student Achievement and Teacher Quality

Jocelyn Strand, Leader	Susan Cole	Michael Muenks
Ginny Vandelicht, Co-Leader	Mary Corey	Kate Numerick
Jay Acock	Carolyn Deffenbaugh	Craig Rector
Karen Allan	Janet Duncan	Jo Anne Ralston
David Adams	Larry Flakne	Randy Rook
Ellen Balkenbush	Bill Gerling	Rusty Rosenkoetter
Cathy Barr	Janet Goeller	Sharon Schattgen
Dee Beck	Linda Hays	Linda Sullivan
Susan Borgmeyer	Sheila Hirsch	David Welch
Wesley Bird	Cindy Hollis	Jeri Zimmerman
Walt Brown	Becky Kemna	Stan Johnson, leadership
Robin Coffman	Dawn Maddox	liaison

OUTCOME II: School Readiness

Dee Beck, Leader	Jennifer Jordan	John Weber
Cynthia Arendt	Katherine Numerick	Dale Wimer
Lana Brooks	Jo Anne Ralston	Stan Johnson, leadership
Don Eisinger	Sharon Schattgen	liaison
Linda Hays	Bert Schulte	
Sheila Hirsch	Cindy Waibel	

OUTCOME III: School Completion

Tom Ogle, Leader
Leigh Ann Grant-Engle,
Co-Leader
John Bamberg
Shawn Brice
Janet Duncan
Mike Griggs
Wayne Goddard
Kyle Heislen
Bill Poteet
Craig Rector
Bragg Stanley
Nancy Headrick, leadership
liaison

OUTCOME IV: Workforce Readiness

Ellen Smith, Leader	Jeanne Loyd
Dennis Harden, Co-Leader	Bill Poteet
Steve Coffman	Lisa Sone
Jean Cole	Don Walker
Don Eisinger	Larry Young
Tim Gaines	Nancy Headrick, leadership
Eunice Harris	liaison
Ron Jewell	

OUTCOME V: Department Management

Carol Rackers, Leader
Gary Sanders, Co-Leader
DeeAnna Adkins
Wanda Allen
Carolyn Cryderman
Leigh Ann Grant-Engle
Alice Gaines
Georgianne Huckfeldt
Diana James
Dana Keilholz
Jim Morris
Jocelyn Strand
Cheri Swales
Mark Van Zandt
Steve White
Sandy Withers
Paul Wright
Jeri Zimmerman
Gerri Ogle, Andrea Beck
and Shari LePage, leadership
liaisons

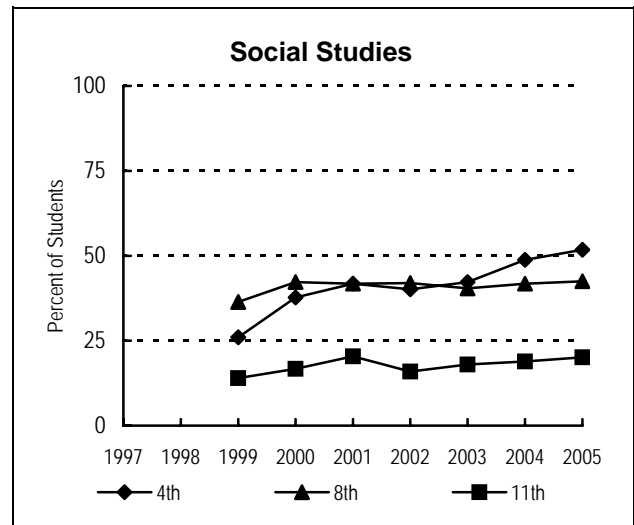
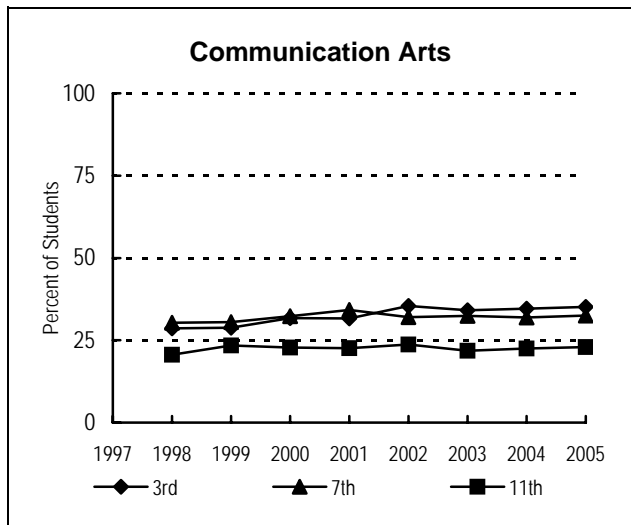
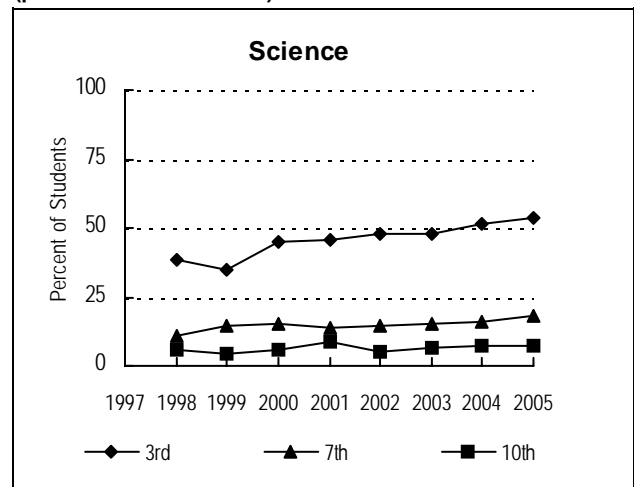
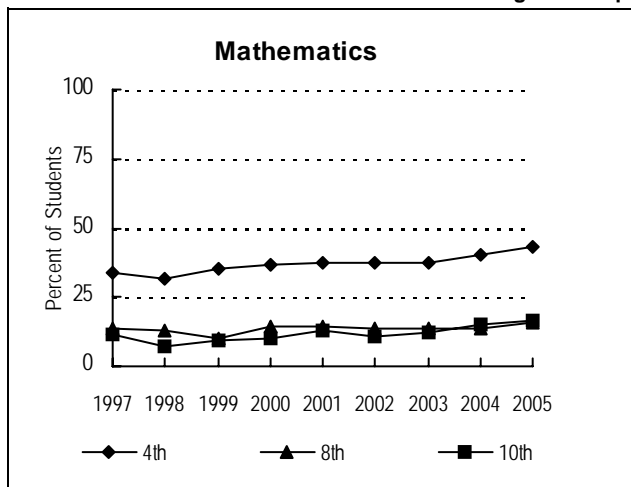
I. KEY OUTCOME

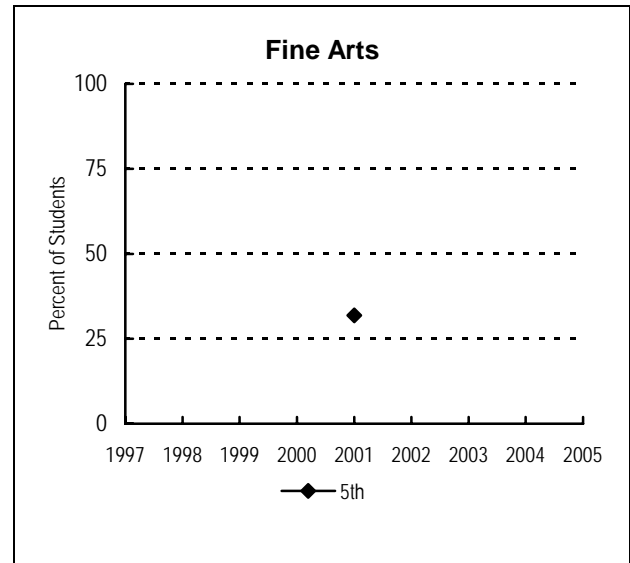
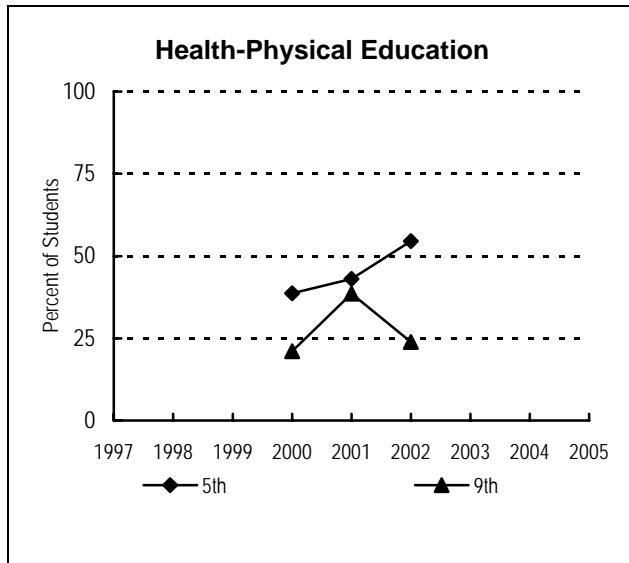
Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

What's the trend?

While the goal for Missouri is to have all students scoring at or above the proficient, or second-highest, level in the Missouri Assessment Program (MAP), the 2005 MAP results continue to indicate that the majority of Missouri students are not yet there. However, longitudinal data show slow but somewhat steady increases in the percentages of students scoring at the top two achievement levels, proficient and advanced, for most, but not all, of the subject-area assessments. In mathematics and science, more elementary students than secondary students score in the top two levels. In communication arts and social studies, elementary and middle school students perform at similar levels, which is well above high school students.

Percent of students scoring in the top two levels (proficient and advanced) on the MAP





Percent of students scoring proficient or above on the MAP

	1997	1998	1999	2000	2001	2002	2003	2004	2005
MATHEMATICS									
Grade 4	34.1%	31.8%	35.3%	36.7%	37.7%	37.6%	37.2%	40.4%	43.0
Grade 8	13.5%	12.6%	10.4%	14.1%	14.7%	13.7%	13.9%	13.9%	15.5
Grade 10	11.4%	6.9%	9.7%	10.3%	12.7%	10.7%	12.4%	15.2%	16.6
SCIENCE									
Grade 3		38.7%	34.7%	44.9%	45.6%	47.7%	47.8%	51.2%	53.4
Grade 7		10.7%	14.5%	15.3%	13.6%	14.2%	15.0%	16.3%	17.8
Grade 10		5.7%	4.5%	5.9%	8.7%	5.2%	6.3%	6.9%	7.6
COMMUNICATION ARTS									
Grade 3		28.6%	28.8%	31.7%	31.6%	35.4%	34.1%	34.6%	35.1
Grade 7		30.3%	30.5%	32.3%	34.2%	32.0%	32.4%	31.9%	32.5
Grade 11		20.6%	23.4%	22.8%	22.6%	23.7%	21.8%	22.5%	22.9
SOCIAL STUDIES									
Grade 4			26.0%	37.7%	41.8%	40.1%	42.3%	48.8%	51.8
Grade 8			36.4%	42.3%	41.8%	42.0%	40.4%	41.8%	42.5
Grade 11			14.0%	16.7%	20.4%	15.9%	18.0%	18.9%	20.1
HEALTH-PHYSICAL EDUCATION									
Grade 5				38.7%	43.1%	54.5%			
Grade 9				21.1%	38.6%	23.9%			
FINE ARTS									
Grade 5					31.9%				

Source: MAP, September 2005

About the measure: The MAP assesses attainment of the Show-Me Standards at the elementary, middle and high school levels. Math results for 1997, science and communication arts results for 1998, social studies results for 1999, health-physical education results for 2000, and fine arts results for 2001 are based on voluntary administration of the assessments by many but not all school districts. All districts have participated in the mandatory administration of the math assessments since 1998 and in the communication arts assessments since 1999. The science assessments were required from 1999 through 2002, and the social studies assessments were required from 2000 through 2002. In 2003 and 2004, the science and social studies assessments were available to districts to administer on a voluntary basis. The health-physical education assessments were required in 2001 and 2002. The fine arts assessment was available for voluntary administration in 2001 and has not been given since that year.

In most grades, 97 to 99 percent of students took the 2005 MAP exams, including many students with disabilities who have IEPs (Individualized Education Programs). (The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in the regular MAP testing. The MAP-A evaluates students' progress toward their IEP goals and related Show-Me Standards.)

The math, communication arts, science and social studies MAP assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed TerraNova test, 2) constructed-response items, which require students to supply rather than select answers, and 3) performance events, which require students to demonstrate what they know and work through more complicated problems or issues. A student's score on MAP is based on the combined results of the three types of items.

Student performance on the MAP is reported on a five-step scale: step 1 (lowest), progressing, nearing proficient, proficient and advanced. The state's goal is for students to score at the proficient level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program (MSIP) accreditation process.

Why is this outcome important?

The MAP was developed to evaluate students' progress toward 73 rigorous academic standards, known as the Show-Me Standards, that define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act passed by the Missouri General Assembly in 1993 required development of the standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. The MAP tests assess learning in six subject areas (mathematics, communication arts, science, social studies, health and physical education, and fine arts) and are designed to test not only what students know but also how well they can apply that knowledge. Local districts are held accountable for students' performance on the MAP assessments through the Missouri School Improvement Program (MSIP).

The state's and local districts' ability to meet federal No Child Left Behind (NCLB) requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. Based on criteria included in NCLB, DESE has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math.

In 2005, the AYP goal for all schools in communication arts is 26.6 percent of all students being proficient. The AYP goal in math is 17.5 percent of all students being proficient. These same goals apply to all subgroups of students. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

NCLB spells out an array of consequences for schools and districts that repeatedly fail to achieve AYP. These penalties do not apply to non-Title I schools. Any school that fails to achieve AYP for two consecutive years will be identified by the state as "needing improvement." Initially, a school that does not make AYP for two consecutive years must offer students the opportunity to transfer to another school (if available) within the district. After a third year, schools must offer supplemental services such as tutoring for students. Schools that do not show adequate progress after five years may be forced to take tough corrective action, which could include replacing school personnel or extending the school year.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

The MAP is not given to students in other states; however, samples of students from every state take the National Assessment of Education Progress (NAEP) reading and mathematics assessments and samples

of students from many states take other NAEP subject-area tests. In general, Missouri students tend to score at the same level or slightly higher on NAEP reading and science assessments and at the same level or slightly lower on the mathematics and writing assessment than students from the nation as a whole. The percentages of Missouri students scoring in the top two NAEP achievement levels (proficient and advanced) for grade 4 and grade 8 are very similar. Longitudinal data show increases in the percentages of Missouri students scoring at the proficient and advanced levels between the initial and most recent assessment in all subject-area assessments.

Percent of students scoring proficient or above on NAEP– Missouri compared to national data

	1992 ⁿ		1994 ⁿ		1996 ⁿ		1998		2000		2002		2003		2005	
	MO	Nat	MO	Nat	MO	Nat	MO	Nat	Nat	MO	MO	Nat	MO	Nat	MO	Nat
Mathematics																
Grade 4	19%	17%			20%	20%			23%	22%			30%	31%	31%	35%
Grade 8	20%	20%			22%	23%			21%	25%			28%	27%	26%	28%
Reading																
Grade 4	30%	27%	31%	28%			28%	28%			32%	30%	34%	30%	33%	30%
Grade 8							28%	30%			33%	31%	34%	30%	31%	29%
Writing																
Grade 4											22%	27%				
Grade 8							17%	24%			27%	30%				
Science																
Grade 4									34%	26%						
Grade 8					28%	27%			33%	29%						

Source: National Center for Education Statistics Data Tool

Note: Accommodations were not allowed on the assessment in 1992, 1994 and 1996, as indicated by ⁿ

About the measure: The NAEP assesses what students know and are able to do in various content areas.

All NAEP state results (reading, mathematics, science and writing) prior to 2003 were based on voluntary administration of the assessments. The 2003 NAEP state results in reading and mathematics reflect mandated administration of the assessment brought about through NCLB legislation.

A random sampling process is used to select schools/students to participate in each NAEP assessment. During the initial years of state NAEP, accommodations were not allowed (indicated by ⁿ); however, on all assessments after 2002, accommodations are allowed.

The assessments consist of three types of items: 1) multiple-choice, machine-scored items, 2) short, constructed-response items that require students to supply rather than select short answers, and 3) extended constructed-response questions, which require students to solve multi-step problems and explain/support their responses. A student's score on the NAEP is based on the combined results of the three types of items.

Student performance on the NAEP is reported on a three-step scale: basic (lowest), proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score at the proficient level or above in every subject and every grade.

When NAEP and MAP data are compared for the same cohorts of students, the respective percentages of Missouri students earning scores of proficient and advanced on the NAEP grade-4 and grade-8 reading tests are very similar to the respective percentages of students scoring at these same levels on the MAP grade-3 and grade-7 reading tests. When cohort data for NAEP and MAP mathematics assessments are compared the NAEP grade-4 proficient and advanced rates are lower than the grade-4 MAP rates, and the grade-8 NAEP proficient and advanced rates are higher than the grade-8 MAP rates.

TerraNova Results

The MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test, called the TerraNova. Results show how Missouri students perform compared with other students nationwide. Missouri students consistently exceed the national median (50th percentile) in every subject and every grade. For most assessments, the median TerraNova percentiles have steadily increased since the first required administration.

Missouri student performance on TerraNova section of the MAP (median national percentiles)

	1997	1998	1999	2000	2001	2002	2003	2004	2005
MATHEMATICS									
Grade 4	56.3	56.1	58.6	61	62	62	62	64	64
Grade 8	58.3	56.2	58.9	59	60	60	65	65	64
Grade 10	65.2	66.1	67.8	70	70	70	74	75	75
SCIENCE									
Grade 3		63.5	66.7	70	70	73	64	65	63
Grade 7		55.2	58.6	59	60	60	56	53	53
Grade 10		63.8	64.3	66	66	65	64	63	63
COMMUNICATION ARTS									
Grade 3		56.2	57.7	59	61	62	62	63	62
Grade 7		53.7	57.8	59	59	59	62	62	62
Grade 11		58.5	61.5	61	63	63	62	62	62
SOCIAL STUDIES									
Grade 4			61.7	66	67	67	71	73	74
Grade 8			61.9	64	64	64	59	60	60
Grade 11			59.3	61	61	61	60	61	61

Source: MAP, September 2005

I. KEY OUTCOME: Students achieving at targeted performance levels (*continued*)

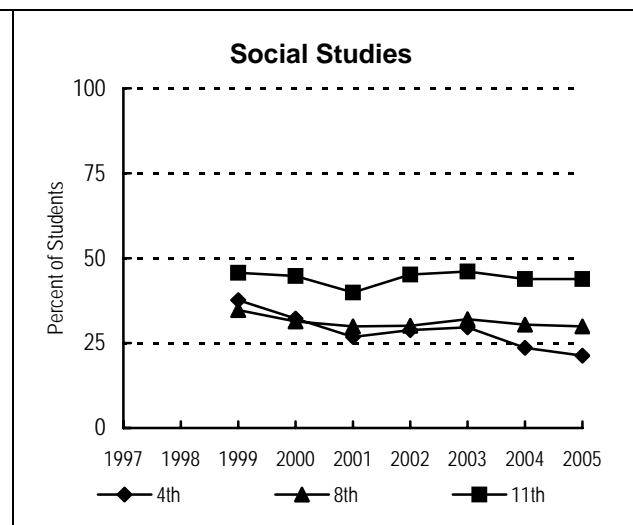
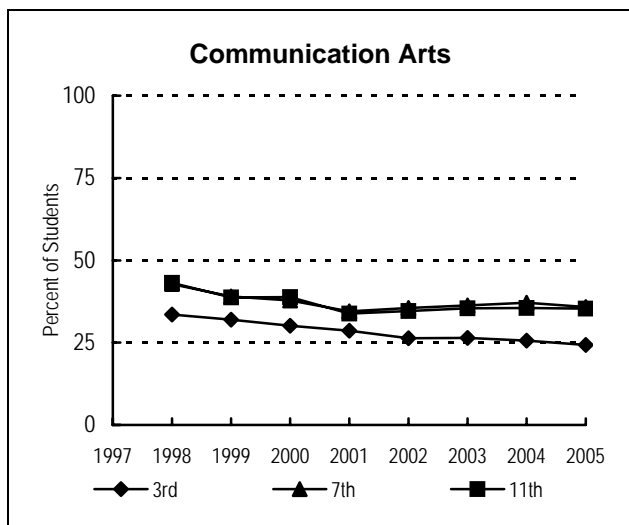
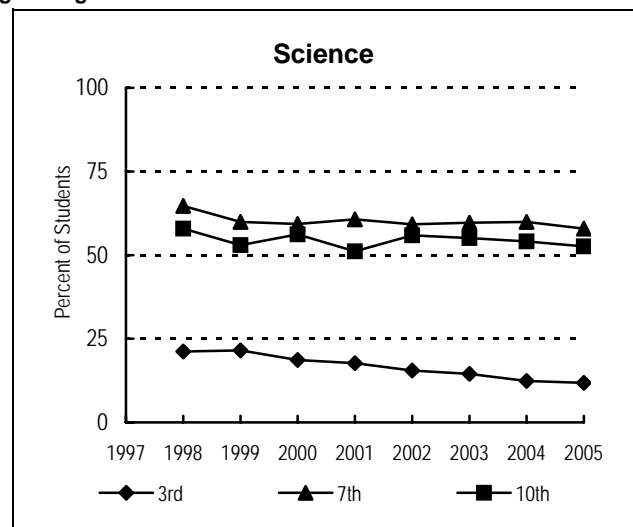
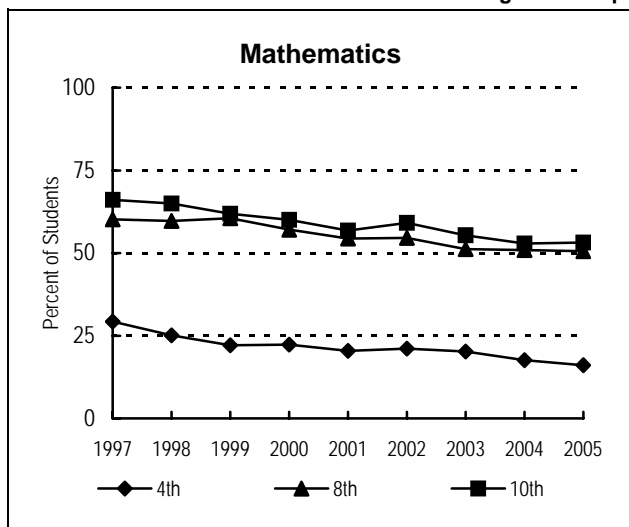
KEY OBJECTIVE 1

Reduce the percentage of students scoring at the step 1 and progressing achievement levels on MAP by 5 percent each year through 2009 in the four core content areas and at all grade levels.

What's the trend?

Analysis of MAP trend data across the four core subject-area assessments shows that the percentages of students scoring at the bottom two achievement levels, step 1 and progressing are, for most assessments, decreasing at a very slow but steady rate from one year to the next. Across time, there are substantial decreases in the percentages of students scoring in this lower range on most, but not all assessments. These trends are encouraging; however, the data do not meet the stated goal of reducing the percentage of students scoring in the bottom two achievement levels by 5 percent each year.

Percent of students scoring at the step 1 and progressing achievement levels on the MAP



Percent of students scoring at step 1 and progressing on the MAP

	2000	2001	2002	2003	2004	2005
MATHEMATICS						
Grade 4	22.3%	20.4%	21.1%	20.2%	17.6%	16.1%
Grade 8	57.1%	54.4%	54.6%	51.2%	50.9%	50.6%
Grade 10	60.0%	56.8%	59.1%	55.4%	52.9%	53.2%
SCIENCE						
Grade 3	18.6%	17.7%	15.5%	14.5%	12.4%	11.8%
Grade 7	59.3%	60.7%	59.2%	59.7%	59.9%	57.9%
Grade 10	56.2%	51.1%	55.9%	55.1%	54.1%	52.6%
COMMUNICATION ARTS						
Grade 3	30.1%	28.6%	26.3%	26.4%	25.6%	24.3%
Grade 7	37.8%	34.5%	35.5%	36.3%	37.1%	35.8%
Grade 11	38.8%	33.8%	34.6%	35.4%	35.5%	35.3%
SOCIAL STUDIES						
Grade 4	32.2%	26.8%	28.8%	29.6%	23.6%	21.3%
Grade 8	31.3%	29.9%	30.1%	32.0%	30.4%	29.9%
Grade 11	44.8%	39.9%	45.2%	46.1%	43.9%	43.9%

Source: MAP, September 2005

About the measure: Student performance on the MAP is reported on a five-step scale: step 1 (lowest), progressing, nearing proficient, proficient and advanced. The state's goal is for students to score at the proficient level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the MSIP accreditation process (Standard 9.1.1).

Why is this objective important?

To reach the overall outcome, districts must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective will have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills needed to continue their educations, earn a living and participate in democratic life will become users of our social capital rather than contributors. If our schools fail to move low-performing students to higher achievement levels, Missouri should expect an increase in poverty, crime, drug abuse and child neglect. Missouri should be prepared for business and industry to look elsewhere for a skilled workforce, which would leave many Missourians unable to support their families or sustain their communities.

The state's and local districts' ability to meet federal NCLB requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state)

by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2005, the AYP goal for all schools in communication arts is for 26.6 percent of all students to score as proficient. The AYP goal in math is 17.5 percent of all students to be proficient. These same goals apply to all subgroups of students. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the NAEP. NAEP scores are reported in terms of the percentage of students attaining three achievement levels: basic, proficient and advanced. Scores below the cut score for the basic level fall into the below basic range.

The trend data across various NAEP assessments show that the percentages of Missouri students scoring in the below basic range have decreased from the initial to the most recent assessment in all subject areas and grade levels, except grade 4 reading which remained the same. The data also indicate that the percentage of Missouri students scoring in the below basic range is generally less than that of the nation.

Percent of students scoring in below basic range on NAEP – Missouri compared to national data

	1992 ^a		1994 ^a		1996 ^a		1998		2000		2002		2003		2005	
	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat
Mathematics																
Grade 4	38%	43%			34%	38%			29%	36%			21%	24%	21%	21%
Grade 8	38%	44%			36%	39%			36%	38%			29%	33%	32%	32%
Reading																
Grade 4	33%	40%	38%	41%			39%	42%			34%	38%	32%	38%	33%	38%
Grade 8							25%	29%			18%	26%	21%	28%	24%	29%
Writing																
Grade 4													14%	15%		
Grade 8							20%	17%					14%	16%		
Science																
Grade 4									24%	39%						
Grade 8					36%	40%			34%	43%						

Source: National Center for Education Statistics Data Tool

Note: Accommodations were not allowed on the assessment in 1992, 1994 and 1996, as indicated by ⁿ

About the measure: Student performance on the NAEP is reported on a three-step scale: basic (lowest), proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score in the proficient level or above in every subject and every grade. Prior to 2002, at least 70 percent of the original sampled schools must have

participated for state NAEP results to be recognized; beginning in 2002, an 85-percent participation rate is required.

What factors influence this measure?

Robert J. Marzano in *What works in schools: translating research into action*. (Alexandria, VA.: Association for Supervision and Curriculum Development, 2003.) identified the following factors that impact student achievement:

School

- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- Safe and orderly environment
- Collegiality and professionalism

Teacher

- Instructional Strategies
- Classroom management
- Classroom curriculum design

Student

- Home atmosphere
- Learned intelligence and background knowledge
- Motivation

Key strategies and actions:

Professional Development: DESE will...

Promote and sustain a system of high quality professional development for Missouri educators centered on research based best practices and model programs.

Assist districts in recruiting higher-quality teachers for their lowest-performing schools.

Performance and Accountability: DESE will...

Adopt and advocate measures to motivate students to perform their best on the MAP.

Work with other state agencies to provide resources that promote improved student performance.

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Funding: DESE will...

Advocate for an equitable system for distributing local, state and federal funds to school districts.

Best Practices and Technical Assistance: DESE will...

Provide technical assistance and guidelines for using technology to improve instruction.

Assist schools as they integrate high academic performance in all subjects with preparation for work and postsecondary education.

Assist schools in engaging families and communities as active partners in their children's education.

Assist schools in providing additional time and support for students who are not making satisfactory academic progress.

Assist districts and community-based programs in offering quality school-age childcare that supports school-day instruction and extends learning into non-school hours.

Assist districts in providing safe learning environments for staff and students.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Communication: DESE will...

Continue to use technology to communicate with stakeholders regarding student achievement, school performance, statewide school improvement initiatives, and issues and trends affecting public education.

Continue to engage stakeholders in efforts to improve student performance.

I. KEY OUTCOME: Students achieving at targeted performance levels (*continued*)

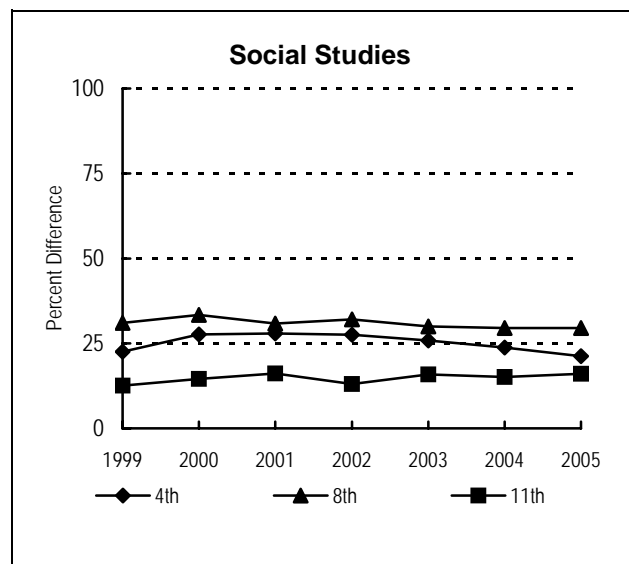
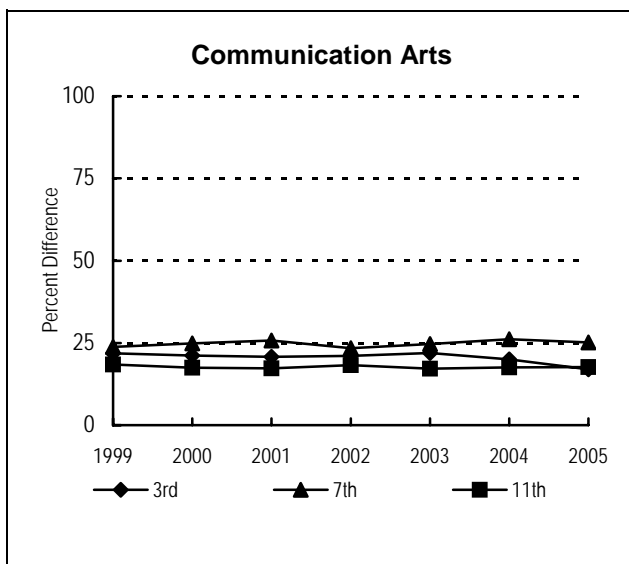
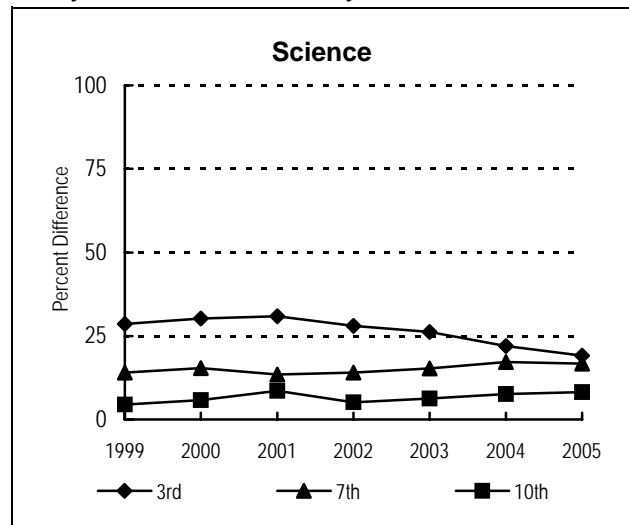
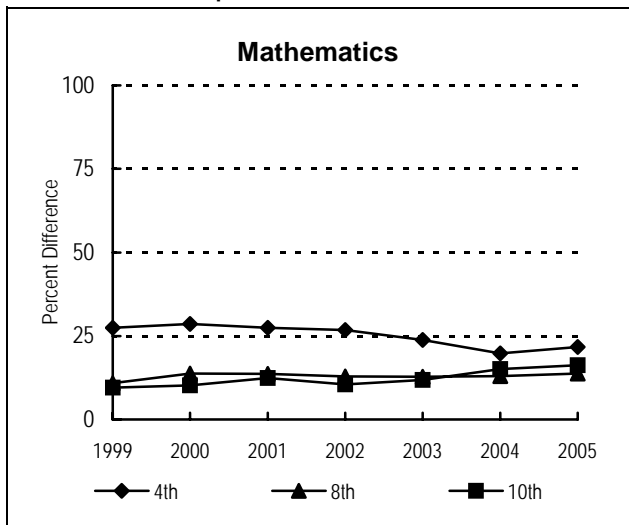
KEY OBJECTIVE 2

Decrease the gap in achievement scores in the four core content areas and at all grade levels between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009 while increasing the performance of all students.

What's the trend?

An examination of the percentage of students scoring at the proficient and advanced levels on the MAP shows that over time the gap in scores between minority and non-minority students is not generally decreasing at a rapid pace (much less the 5 percent per year called for by this objective). However, there are a few slightly encouraging trends (e.g., grade-4 mathematics, grade-3 science).

Gap in achievement scores between racial/ethnic-minority students and non-minority students



Percent of Non Minority (NMin) and Minority (Min) students scoring proficient or above on MAP

	2000		2001		2002		2003		2004		2005	
Mathematics	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 4	42.5%	13.9%	43.6%	16.1%	43.4%	16.6%	42.5%	18.7%	44.7%	24.9%	47.6%	25.9%
Gap	28.6%		27.5%		26.8%		23.8%		19.8%		21.7%	
Grade 8	16.4%	2.6%	17.2%	3.5%	16.1%	3.2%	16.4%	3.6%	16.5%	3.5%	18.3%	4.5%
Gap	13.8%		13.7%		12.9%		12.8%		13.0%		13.8%	
Grade 10	11.9%	1.7%	14.6%	2.2%	12.3%	1.8%	14.4%	2.5%	17.8%	2.7%	19.6%	3.3%
Gap	10.2%		12.4%		10.5%		11.9%		15.1%		16.3%	
Science	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 4	51.3%	21.1%	52.3%	21.4%	54.0%	25.9%	53.9%	27.7%	57.0%	35.0%	58.2%	39.1%
Gap	30.2%		30.9%		28.1%		26.2%		22.0%		19.1%	
Grade 7	18.1%	2.7%	16.3%	2.8%	17.1%	3.0%	18.3%	3.0%	20.8%	3.6%	22.1%	5.4%
Gap	15.4%		13.5%		14.1%		15.3%		17.2%		16.7%	
Grade 10	6.7%	0.9%	10.1%	1.5%	6.0%	.8%	7.4%	1.1%	8.6%	0.9%	9.3%	1.1%
Gap	5.8%		8.6%		5.2%		6.3%		7.7%		8.2%	
Communication Arts	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 3	36.2%	15.0%	36.1%	15.3%	40.0%	18.9%	38.9%	16.9%	38.9%	18.9%	38.6%	21.7%
Gap	21.2%		20.8%		21.1%		22.0%		20.0%		17.0%	
Grade 7	37.0%	12.1%	39.7%	13.9%	36.7%	13.3%	37.6%	12.9%	37.5%	11.4%	38.1%	12.9%
Gap	24.9%		25.8%		23.4%		24.7%		26.1%		25.2%	
Grade 11	25.2%	7.7%	25.0%	7.7%	26.3%	8.0%	24.4%	7.2%	25.3%	7.7%	25.8%	8.1%
Gap	17.5%		17.3%		18.3%		17.2%		17.6%		17.7%	
Social Studies	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 4	43.4%	15.7%	47.7%	19.8%	46.1%	18.5%	48.6%	22.7%	53.2%	29.4%	55.5%	34.1%
Gap	27.7%		27.9%		27.6%		25.9%		23.8%		21.3%	
Grade 8	48.3%	14.9%	47.6%	16.7%	48.1%	16.0%	46.8%	16.8%	46.8%	17.3%	47.7%	18.2%
Gap	33.4%		30.9%		32.1%		30.0%		29.5%		29.5%	
Grade 11	18.8%	4.2%	22.6%	6.4%	17.7%	4.6%	20.5%	4.6%	21.1%	6.0%	22.4%	6.3%
Gap	14.6%		16.2%		13.1%		15.9%		15.1%		16.1%	

Source: MAP, September 2005

About the measure: Non-minority students are “white, not Hispanic” and minority students are “black” and “Hispanic.” The percentages represent students scoring at the proficient and advanced levels on the MAP. Social studies results for 1999 and science and social studies results for 2003 and 2004 are based on voluntary, not required, administrations.

Why is this objective important?

It is not enough to raise the achievement levels of some students — DESE must ensure that all students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. DESE must play a leadership role in assuring all learners, regardless of their race, ethnicity, economic status, location, gender or special needs, have equitable access to an excellent education and the resources needed to succeed. Missouri schools must provide curriculum and instruction that promote high expectations, academic standards and “real-world” activities across all subject areas for *all* students.

Under the federal NCLB Act requirements, each school and district, including charter schools, will be assessed to determine if it has achieved AYP in communication arts and math. In addition, each subgroup will be monitored for AYP unless there are 30 or fewer students in the subgroup. The subgroups are Asian, black, Hispanic, Indian, Pacific Islander, white, other/non-response, free/reduced lunch, IEP (special education) and LEP (limited English proficiency). (Beginning in 2004, IEP and LEP students will be monitored for AYP only if there are 50 or more students in the subgroup.)

Schools must make sure that at least 95 percent of the students in every subgroup are included in the MAP testing. If the 95-percent threshold is not met, that group cannot meet AYP regardless of the subgroup’s overall scores. Missouri uses the term “level not determined” (LND) to describe students who did not take the appropriate MAP tests or who did not make a valid attempt to complete a test. Thus, if any subgroup’s LND number exceeds 5 percent, that group will not meet AYP. AYP data are not shown but are available from DESE.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from other states must take the NAEP reading and mathematics tests, and samples of students from most states take other NAEP assessments. The trend data indicate that in most NAEP assessments, the percentages of Missouri students scoring in the proficient and advanced achievement levels are consistently increasing for both minority and non-minority students. The gaps between the two groups for most assessments tend to remain constant or increase slightly over time when comparing the percent of students scoring in the proficient and above levels. Overall, the gaps between minority and non-minority students for most assessments tend to be less in Missouri than in the nation.

What factors influence this measure?

Teacher quality, including teachers’ ability to address individual learning styles and provide culturally responsive instruction.

Expectations for minority students.

School climate.

Adequacy and equity of financial resources available to high-minority and/or high-poverty schools.

Family literacy.

Parent and community involvement and support.

Percent of Non-Minority (NM) and Minority (M) students scoring proficient or above on NAEP

	1994n				1996n				1998				2000				2002				2003				2005			
	MO		Nat		MO		Nat		MO		Nat		MO		Nat		MO		Nat		MO		Nat		MO		Nat	
Mathematics	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4					23%	5%	25%	7%					27%	8%	30%	10%					35%	12%	42%	17%	37%	13%	47%	21%
Gap					18%		18%						19%		20%						23%		25%		24%		26%	
Grade 8					24%	7%	29%	7%					25%	7%	33%	10%					32%	10%	36%	13%	32%	7%	37%	15%
Gap					17%		22%						18%		23%						22%		23%		25%		22%	
Reading	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4	34%	16%	35%	12%					32%	11%	36%	13%					37%	12%	39%	16%	39%	18%	39%	16%	38%	17%	39%	17%
Gap	18%		23%						21%		23%						25%		23%		21%		23%		21%		22%	
Grade 8									31%	12%	37%	14%					37%	16%	39%	16%	39%	14%	39%	16%	36%	13%	37%	16%
Gap									19%		23%						21%		23%		25%		23%		23%		21%	
Writing	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4											27%	10%					24%	14%	32%	18%								
Gap											17%						10%		14%									
Grade 8									20%	6%	31%	11%					29%	15%	37%	17%								
Gap									14%		20%						14%		20%									
Science	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4							34%	9%					40%	13%	36%	10%												
Gap							25%						27%		26%													
Grade 8					32%	6%	35%	9%					38%	11%	38%	11%												
Gap					26%		26%						27%		27%													

Source: National Center for Education Statistics NAEP Data Explorer, October 2005

Note: Accommodations were not allowed on the assessment

About the measure: Non-minority students are "white" and minority students are "black" and "Hispanic." The percentages represent students scoring at the proficient and advanced levels on the NAEP. State NAEP assessments are available for reading and writing rather than for communication arts (assessed by the MAP) and are not available for social studies.

Participation of children in quality early childhood education programs

Leadership provided by local boards of education, district administrators and building principals

Key strategies and actions:

Professional Development: DESE will...

Expand high quality professional development programs that help teachers, administrators and board members move beyond cultural differences, change practices and improve instruction for racial/ethnic-minority students.

Focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority or low-income students to assist them in initiating efforts to improve achievement.

Require teacher-preparation programs to provide their students with practicum experiences in a variety of school, community and cultural settings.

Performance and Accountability: DESE will...

Hold school districts accountable for the achievement of racial/ethnic minority students through the MSIP.

Ensure that state accountability systems provide accurate information about student learning and that indicate areas of needed improvement.

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Funding: DESE will...

Target resources to expand the available pool of minority teachers.

Pursue incentives to increase the pool of teachers in high-demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

Best Practices and Technical Assistance: DESE will...

Identify model programs and practices in high-performing schools with significant numbers of minority students.

Continue to advocate for additional learning time and assistance for students not making satisfactory progress.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Communication: DESE will...

Improve communication with citizens, members of the education community and policy makers about the gap between achievement of racial/ethnic-minority students and non-minority students.

Provide student achievement data in user-friendly formats to schools and patrons as well as assistance in making data-based decisions to improve student performance.

I. KEY OUTCOME: Students achieving at targeted performance levels (*continued*)

KEY OBJECTIVE 3

By 2009, the percentage of students that score at or above the proficient level on the 3rd Grade Reading/Communication Arts component of the MAP will increase from 33 percent to 60 percent.

What's the trend?

In 2004, almost 33 percent of Missouri third-grade students scored at the highest and most desired achievement level, proficient, on the MAP reading component. (See "About the measure" below for information about the MAP reading scale.) Since the first required administration of the MAP reading component, the percentage of proficient readers has increased by 4.5 points (from 28.2 percent). However, previous years' data show even higher percentages of students scoring at proficient (see, for example, results for 2002 and 2003).

When the analysis is expanded by examining the proportion of third-grade students in the top two MAP reading achievement levels, proficient and satisfactory, the data show that 77.1 percent scored in one of these two categories in 2005, which represents an increase of almost 10 percentage points from the first required administration (67.9 percent). These data suggest that nearly three-fourths of Missouri's third-grade students are reading at or above a level that would be expected given their grade placement. Thus, while there is still work to do to attain this objective, the trend is moving in the right direction.

Percent of third-graders scoring satisfactory or above on the reading component of the MAP communication arts assessment

Grade 3 MAP READING SCORES	2000	2001	2002	2003	2004	2005
Percent "satisfactory" and above	67.6%	71.7%	76.8%	73.4%	74.5	77.1
Percent "proficient"	33.5%	28.7%	39.2%	34.4%	32.7	35.2

Source: MAP, September 2005

About the measure: Using data derived from the MAP third-grade communication arts assessments, DESE reports a reading score that reflects a student's ability to apply, analyze, synthesize and evaluate the information that he or she has read. Reading achievement among third -graders, as measured by this score, is one of the performance standards in the MSIP (Standard 9.2). Performance on the MAP reading component is reported using three achievement categories: proficient, satisfactory and unsatisfactory. Students scoring at the proficient level are able to go beyond the typical grade-level expectations to demonstrate mastery of basic reading skills and to apply what they comprehend in complex and sophisticated ways. Students scoring at the satisfactory level are performing in the range typically associated with grade-level expectations, using basic reading skills to comprehend grade-appropriate text. Proficient is the desired achievement level for all students, and students who score at that level demonstrate the knowledge and skills called for by the Show-Me Standards.

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Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. No Child Left Behind mandates that 100 percent of America's third graders will be reading at or above the proficient level by 2014 (60 percent by 2009 is in line with this goal). These excerpts from a 1998 report by the National Research Council emphasize the importance of improving reading achievement:

...we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago ...

Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe.

-- Preventing Reading Difficulties in Young Children, 1998

The state's and local districts' ability to meet federal NCLB requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2004, the AYP goal for all schools in communication arts was 20.4 percent of all students to score at the proficient level. (This same goal applies to all subgroups of students.) In 2005, this target jumped to 38.8 percent.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

NAEP reading assessments are available at grades 4 and 8 only for states. Trend data indicate that the average scale scores for Missouri's fourth-grade students are consistently above students in the nation as a whole on the NAEP reading assessment and generally above that of the nation in relation to the percentage of students scoring in the proficient and advanced achievement levels. As previously noted, when cohort data for the NAEP and MAP reading assessments are compared, very similar proficiency rates for elementary school students are found.

Percent of students scoring proficient or above on NAEP reading assessment-- Missouri compared to national data

Reading	1992 ⁿ		1994 ⁿ		1998		2002		2003		2005	
	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National
Grade 4	30%	27%	31%	28%	28%	28%	32%	30%	34%	30%	32%	30%

Source: National Center for Education Statistics Data Tool

Note: Accommodations were not allowed on the assessment in 1992 and 1994, as indicated by ⁿ

About the measure: The data derived from the NAEP state reading assessment report how well students perform in reading various tests and responding to those texts in multiple-choice and constructed-response formats.

Performance on the NAEP reading assessment is reported using three achievement categories: basic, proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score at the proficient level or above.

TerraNova Results

Missouri's third-grade students score significantly higher (e.g., 2004 median percentile is 63) than their national peers on the reading subtest of the nationally normed component (the TerraNova) of the MAP communication arts assessment.

What factors influence this measure?

Educators' access to professional development in instruction using scientifically based reading research.

Educators' ability to implement reading instruction based on scientific research, including use of informal, ongoing assessment to monitor student reading progress.

Family literacy.

Students' motivation to read.

Quality of children's early care and education.

Key strategies and actions:

Performance and Accountability: DESE will...

Provide high-quality, ongoing professional development designed to increase the capacity to explicitly teach reading within the classroom and school for teachers and administrators.

Promote pre-service education for elementary and middle school teachers that includes instruction on scientifically based reading research and opportunities to put theory into practice (regularly monitored by DESE).

Support instruction using scientifically based reading research that reflects the five essential components identified by the National Reading Panel and a comprehensive approach to developing literacy.

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Best Practices and Technical Assistance: DESE will...

Demonstrate and implement techniques for early identification of students with reading problems and use of appropriate intervention methods integrated across the curriculum, grade-levels, and subject areas.

Identify resources, suggestions, training and implementation of programs involving parents in support of their children's reading.

Increase early childhood experiences that promote literacy.

Support school reading initiatives linked to adult-literacy programs.

Advocate for strong school-wide focus on improving reading, sustained over time.

Encourage cross-curricular reading skills instruction.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

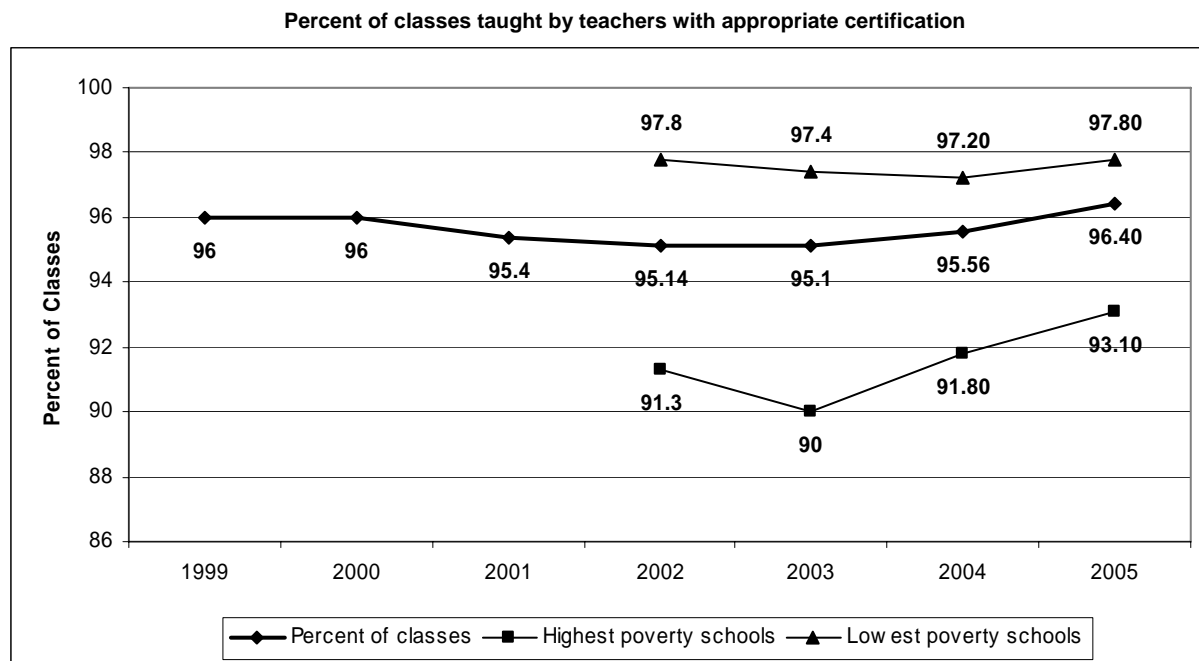
I. KEY OUTCOME: Students achieving at targeted performance levels (*continued*)

KEY OBJECTIVE 4

Increase to 98 percent by 2009 the number of Missouri public-school classes taught by teachers with appropriate grade and subject certification.

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has not changed over the past few years; slightly more than 95.5 percent of classes are still being taught by “qualified” individuals, according to MSIP guidelines. However, in districts with low-poverty rates, appropriately certificated professionals teach 97 percent of classes, contrasted to 90 percent in districts with high-poverty rates. For students to attain proficiency on MAP assessments, all classes, especially those in high-poverty schools, must be staffed by appropriately certified teachers.



Source: DESE School Core Data and Teacher Certification records, August 2005

**Highest-poverty schools (top quartile) are those in which at least 60 percent of the students are eligible for free- or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 27 percent of students are eligible for free- or reduced-price lunch.*

About the measure: This measure was developed by DESE to monitor one aspect of teacher quality in Missouri — do Missouri teachers have the appropriate certificate(s) to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and then that information is compared with teachers' certification records. The various courses and the required teaching certificates are defined by the MSIP and listed in the Core Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which may be lifetime, renewable, provisional, vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates or no certificates.

Why is this objective important?

Teachers are a critical factor in our efforts to improve student achievement. Research has confirmed the commonly held beliefs that the success of our schools and students is linked to the knowledge and

instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education and technology education as well as administrator shortages. Recruitment and retention of qualified educators is a particular problem in urban, rural and high-poverty areas of the state.

DESE must help ensure that Missouri's public education system has sufficient and well-qualified school personnel who can deliver on the promise of high academic standards and expectations for all students. The state, local school districts and the communities they serve, colleges of education and professional education organizations must address the challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions, and paying them competitive salaries.

The NCLB Act contains a provision that requires all core area teachers to be "highly qualified" within four years. The federal law defines "core area teachers" as those in English, reading or language arts, math, science, foreign language, civics, government, economics, arts, history and geography. On a statewide basis, it appears that Missouri is well positioned to continue working toward the goal of 100-percent highly qualified teachers. Districts that have less than 95 percent of classes taught by appropriately certificated staff will be required to put the highest priority for use of their Title II, Part A, funds toward supporting teachers in obtaining appropriate certification.

How does Missouri compare to other states and the nation on this measure?

There are no comparable national data for this measure. Additional information on related national measures is being collected and will be reported when available.

What factors influence this measure?

Student enrollment.

State and federal laws.

MSIP standards for pupil-teacher ratios.

Public recognition of the importance of teaching.

Salaries for teachers and administrators.

School climate and working conditions.

State, local and federal funding for schools.

State certification requirements.

MSIP program of study and appropriate staff certification.

Teacher recruitment practices.

Quality, capacity and number of teacher-preparation programs.

School district support for new teachers and administrators.

Instructional leadership at the building and district levels.

Opportunities for professional development.

Understanding of the state's diverse educational environments.

Key strategies and actions:

Professional Development: DESE will...

Maintain teacher-preparation programs that 1) prepare future teachers for the challenges of today's classrooms (effective instruction, performance assessment, culturally diverse student populations, various learning styles); 2) integrate practicum experience throughout the program; and 3) respond to subject-area and location shortages

Develop mentoring programs for new teachers and administrators.

Provide professional development opportunities through Career Education New Teacher Institute.

Provide opportunities for ongoing, job-embedded professional development.

Teacher Certification and Recruitment: DESE will...

Develop a streamlined certification process that preserves high standards.

Collaborate with networks that link schools that need teachers with teachers looking for jobs.

Collaborate with local education agencies, teacher-preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.

Collaborate with teacher-preparation institutions to develop new pathways for well-qualified, nontraditional candidates to enter the profession.

Collaborate with local education agencies and teacher-preparation institutions to identify and implement effective teacher and administrator retention initiatives (e.g., mentoring programs, establishing realistic teaching and extra-curricular assignments).

Assist districts in attracting high-quality teachers to low-performing schools.

Advocate for sustaining equitable and adequate basic state aid to help districts improve educator salaries, maintain low pupil-teacher ratios, and continue targeted professional-development programs.

Create and disseminate an annual report on teacher recruitment and retention.

Advocate for incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education).

Funding DESE will...

Advocate for competitive teacher salaries.

Maintain financial incentives for choosing teaching as a career, such as scholarships and college loan forgiveness programs, and longevity incentives that encourage teachers to stay in the profession.

Advocate for good working conditions, including reasonable class sizes.

Key programs for Outcome 1

Matrix of DESE Key Programs for Outcome 1 by Objective				
Program Name	Objective			
	1	2	3	4
21 st Century Community Learning Centers	•			
Accelerated Schools	•			
Adult Education and Literacy			•	
Alternative Teacher Preparation Program				•
Career Ladder				•
Character Education	•			
Educator Certification			•	
EMINTS (Enhancing Missouri's Instructional Networked Teaching Strategies)	•			
Even Start		•		
Family Literacy Programs	•			
Federal Loan Forgiveness Programs		•		•
JOBS Web Site				•
Leadership Academy	•			
MAP Plus (MAP Regional Facilitators and Model Curriculum)	•			
MELL (Migrant English Language Learners)	•		•	
Missouri Mathematics Academy	•			
Missouri Minority Teaching Scholarship		•		
Missouri Pre-School Project (MPP)	•	•		
Missouri Read Initiative	•		•	
Missouri Student Information System (MOSIS)	•	•	•	
Missouri Teacher Education Scholar		•		
MO TACTICS (Missouri – Training all content Teachers for Interactive Classroom success)		•		
MORF (Missouri Reading First Grants)	•		•	
MoSTEP (Missouri Standards for Teacher Education Programs)	•		•	•
MRI (Missouri Reading Initiative)	•			
MSIP (Missouri School Improvement Program)	•	•		
National Board for Professional Teaching Standards Certification				•
Perkins Accountability	•			
PPP (Practical Parenting Partnerships)	•			
Priority Schools Audit Team	•	•		
Professional Learning Communities Project	•	•		
Project Construct	•			
Reading Recovery			•	
Recruitment and Retention Rewards				•
RPDC (Regional Professional Development Centers, including special consultants)	•	•	•	•
Safe Schools Grants	•			
STARR (Select Teachers as Regional Resources)	•			
State Action for Education Leadership Project	•	•		

SuccessLink and SuccessLink Science	•	•		
Summer School/Extended Learning Opportunities	•	•	•	
Technology Grants	•			
Temporary Authorization Certificate				•
Title I, IIA & D,III, IV & V Programs		•	•	•
Transition to Teaching Project		•		•
Troops to Teachers Project				•
Tuition Reimbursement (Special Education, Special Education Paraprofessional, Counselor)				•

For more information:

Websites for Additional Information on Outcome 1 by Objective				
Resources	Objective			
	1	2	3	4
http://dese.mo.gov	•			
http://dese.mo.gov/divimprove/		•	•	
http://dese.mo.gov/divteachqual/		•		•
http://nces.ed.gov/	•			
http://reading.uoregon.edu/curricula/con_guide.php			•	
http://sps.k12.mo.us/reading/			•	
http://www.edtrust.org		•		
http://www.learningfirst.org/			•	
http://www.nbpts.org				•
http://www.nctaf.org				•
http://www.rnt.org/				•
http://www.relnetwork.org	•			

II. KEY OUTCOME

Increased percentage of children entering school ready to succeed

What's the trend?

More than three-fourths of Missouri kindergartners enter school with average or above-average school readiness skills, according to results of the Missouri School Entry Assessment.

Percent of children entering kindergarten rated as having average or above-average preparation

2000	2001	2002	2003	2004	2005	2006	2007*	2008	2009*
76%	79%		75%		78%		79%		80%

Source: Missouri School Entry Assessment, 1999-2003

*Figures for 2007 and 2009 are projected.

About the measure: The Missouri School Entry Assessment was conducted for the first time during the 1998-1999 school year by DESE in cooperation with the departments of Health, Mental Health and Social Services. The assessment was not conducted during the 2001-2002 school year but was conducted again during the 2002-2003 school year and will be conducted in alternating years in the future. The assessment involves approximately 3,500 kindergartners drawn from a stratified, random sample of Missouri districts and schools. Teachers rate children on 65 items in general areas such as language development, mathematical understanding and how they work with others. On the 66th and last item, based on their observations, teachers also rate each child in terms of his or her preparation for kindergarten. Children rated as average or above average are considered prepared for kindergarten. A complementary parent survey provides information about major pre-kindergarten experiences.

Why is this outcome important?

Research clearly shows how the first few years of life can be put to good use to increase the percentage of children who will be prepared to succeed when they enter school. The April 1994 report of the Carnegie Task Force, *Starting Points: Meeting the Needs of Our Youngest Children*, found these years are significant ones for child development in the areas of health education, language development and positive human relationships, all of which help children enter school prepared to succeed. While the Carnegie Report focuses on the first three years of life, a much-neglected period, neuroscience findings indicate that the first five years are critical in the development of a person's character and behavior (National Research Council and Institute of Medicine). The window of opportunity from birth to 5 must not be ignored if all children are to enter school ready to learn.

Research sponsored by DESE shows that quality care and parent-education programs improve children's readiness for school and later success. Failure to address the need for quality early care and parent education will mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students will not acquire essential knowledge and skills and will be less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase, and opportunities to reduce child abuse and neglect through parent education and support will be lost.

The return on the investment in early childhood programs is linked to quality — simply increasing participation without ensuring program quality will not produce positive results. Estimates of the return on investment of high-quality programs for low-income children range from \$4 to \$7 for every \$1 spent

(Schwenhart, Barnes and Weikart, 1993; Campbell, Ramey, Pungello, Sparling and Miller-Johnson, 2002; Reynolds, Temple, Robertson and Mann, 2001). Although families are the main providers of the environment of infants and toddlers, it is clear that in families where both parents work full-time, the children can spend as many waking hours in child care as they do with their parents.

Time outside the parental influence provides a window of opportunity for caregivers to work on extending language, guiding children's social interactions, and encouraging and supporting exploration and problem solving, all of which will prepare children to better master the complex demands of formal schooling.

The "Cost, Quality and Child Outcomes" study released in June 1999 by the National Center for Early Development and Learning underscores the importance of high-quality child care in providing the developmental foundation for every child to enter school ready to learn. The study looks at the cost and quality of early child care and early learning and how these important factors relate to children's development and school readiness. The study shows that young children receiving poor-quality child care were less prepared for school and tended to have less success in the early phases of school than students who received high-quality care in their preschool years. Without quality early care and parent education, costs for special education and remedial education services increase. Major research findings from the "Cost, Quality and Child Outcomes" study include:

Children who attended high-quality child care centers scored higher on measures of both cognitive and social skills while in child care and through the transition into school.

High-quality child care continues to positively predict children's performance well into their school careers in cognitive skills such as language and math and social skills.

Children who have traditionally been at risk for not doing well in school are affected more by the quality of child care experiences than other children. For some outcomes, such as math and problem behaviors, children whose mothers had lower levels of education were more sensitive to the negative effects of poor-quality child care or received more benefits from high-quality child care. The influences of the quality of the child care setting for these children were sustained into second grade.

Children's cognitive development was related to the quality of practices in the classroom while the nature of the preschool teacher-child relationship influenced social development through the early school years.

The quality of child care experience before children entered school continued to affect their development at least through kindergarten and, in many cases, through the end of second grade. The quality of materials, activities and daily experiences are related to children's success as they move into school.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states (e.g., Maryland, North Carolina) are conducting school-readiness assessments similar to Missouri's. Also, the National Center for Education Statistics at the U.S. Department of Education is conducting the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999, to provide long-needed information about the school readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home reading experiences, will follow the children's progress through fifth grade. Addressing the needs of young children and their families must be a collaborative effort among programs within DESE and among DESE and other entities, both public and private, that provide services. DESE must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education. Other School Entry Assessment findings indicate the following:

When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when they enter kindergarten.

The highest-performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.

Teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those who meet high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519 (1998); expanding preschools funded through other sources such as Title I; coordinating and cooperating with other agencies and programs of early childhood education and care to establish a system of excellence for young children in Missouri; and addressing quality issues such as program accreditation, use of research-based curriculums, teacher and teacher assistant qualifications and professional development, and child-adult ratios. Based on 2000 census information and services provided in FY2003, it is projected that PAT services to 100 percent of the eligible population would cost approximately \$98.4 million. The Early Childhood Care and Education Interagency Team has developed an interagency work plan, including goals, desired outcomes, objectives and strategies, to guide implementation of key initiatives.

II. KEY OUTCOME: Children entering school ready to succeed (*continued*)

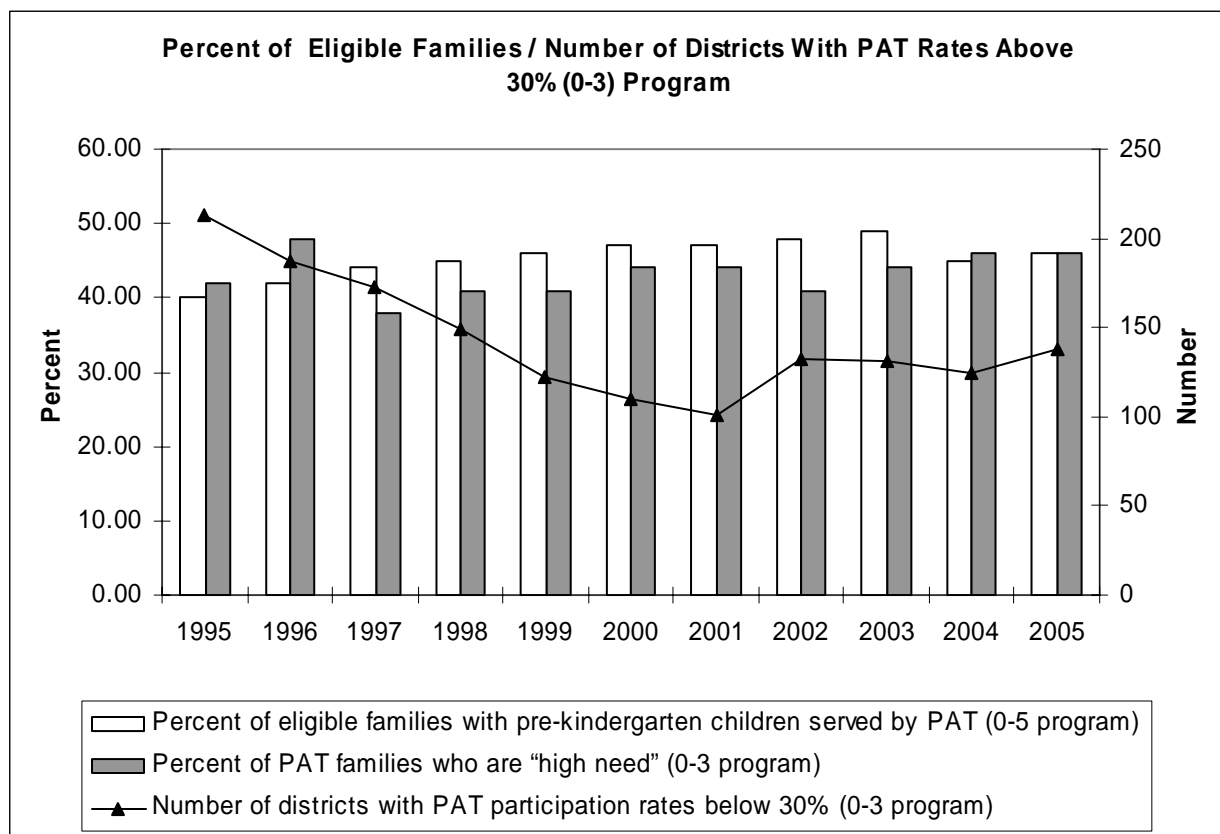
KEY OBJECTIVE 1

By 2008, increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services.

What's the trend?

The percent of eligible families served by PAT grew from 30 percent in 1990 to a high of 49 percent in 2003. The percent of families served in 2004 decreased in direct relationship to a 10% reduction in funding. State education officials believe that a long-term goal of serving 70 percent of eligible families is reasonable despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families in addition to increasing the overall number of families served.

Percent of eligible families served by Parents as Teachers



Source: Early Childhood Education Section, November 2005

About the measure: The PAT participation rate is calculated by dividing the number of families served by PAT statewide by the number of families with children ages birth to 5. The numbers of eligible families for the state and for each school district are derived from census data multiplied by a change factor, which is supplied by the state demographer. The numbers of families served statewide

and for each district are taken from end-of-the-year reports submitted by each district. “High-need” families have one or more of the high-need characteristics.

Why is this objective important?

PAT is Missouri’s model home-school-community partnership, which supports parents in their role as their child’s first and most influential teachers. Several independent evaluations of PAT, conducted between 1985 and 1995, have shown the program to be effective: 1) PAT children were significantly more advanced in language development, problem solving and social development at age 3 than comparison children; 2) 99.5 percent of participating families were free of child abuse or neglect; 3) based on standardized test results, children whose families participated in PAT maintained their early gains in elementary school; 4) PAT parents continue to take an active role in their child’s education; and 5) school districts have reduced costs because fewer students required special education services and remedial education and fewer students were retained.

The state’s Early Childhood Development Act of 1984 requires all school districts to make parent education and screening services available to families with children ages birth to 5. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings and connections with other community resources.

For the past four years, school districts have been able to provide as many as 25 personal visits for high-need families. (High-need families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state’s corrections, mental health, health or social service systems; non-English speaking parents; and parents with chemical dependencies.) In 2004-2005, 46 percent of the families participating in the PAT birth-to-3 program) met one or more of the high-need characteristics.

In 2004-2005, 154,026 Missouri families received parent-education services through PAT. State education officials support expanding parent-education services for families with 3- and 4-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with 3- and 4-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

In 2004-2005, 135,017 children ages 1 through 5 participated in developmental, language, hearing and vision screenings that help to detect and address problems that might affect a child’s future success in school. State education officials believe developmental screening services should be expanded for all preschoolers.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to PAT; therefore, comparative data are not available.

What factors influence this measure?

Awareness and understanding among parents and school personnel of the research showing the positive effect of this program — especially when it is combined with quality preschool experience — on young children.

Well-trained staff who receive ongoing professional development.

PAT participation is voluntary.

Families' capacity to provide resources and to support the appropriate development of their young children.

The ability of district PAT staff to reach high-need families to inform them about the benefits of PAT participation and to refer them to community agencies that can provide needed support.

Whether or not the district considers PAT and the PAT staff an integral part of the district and its programs.

Limited funding.

Key strategies and actions:

Performance and accountability: DESE will...

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Best Practices and Technical Assistance: DESE will...

Promote expansion of services to high-need families.

Promote expansion of services to families with 3- and 4-year-olds and 5-year-olds who are not eligible for kindergarten.

Promote expansion of developmental screening services.

Promote expansion outreach and publicity efforts.

Promote active recruitment in hospitals; doctors' offices; Women, Infants and Children (WIC) nutrition program offices; and Family Services offices to increase the percent of eligible families who participate in PAT.

Providing parents with tools (e.g., Early Childhood Standards and parent booklets to support the standards) to help them focus their efforts as their child's first teachers.

Make a concerted effort to assist districts that have historically low participation in PAT.

Encourage districts to recruit more First Steps families and families of Head Start children into PAT.

Advise districts on ways to remove barriers to the involvement of families and communities as active partners in their children's education through PAT (e.g., helping districts identify neutral locations where PAT parent educators can meet with parents who live in unsafe neighborhoods).

Communication: DESE will...

Inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-need families.

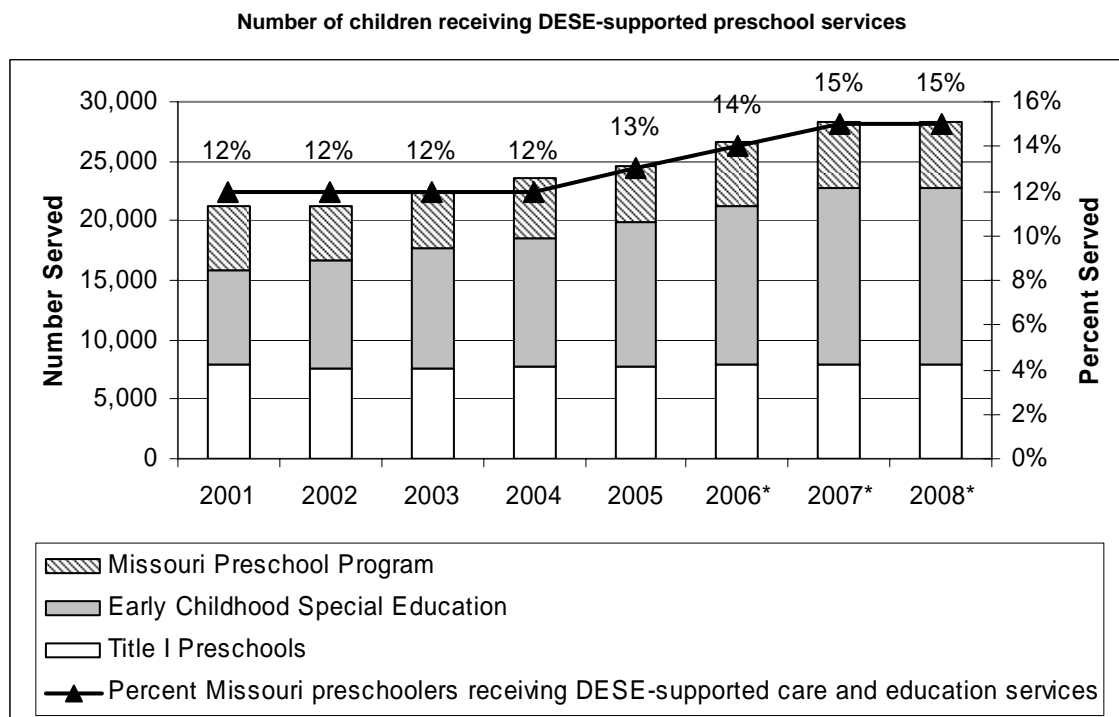
II. KEY OUTCOME: Children entering school ready to succeed (*continued*)

KEY OBJECTIVE 2

Increase the number of children ages 3 to 5 receiving DESE-supported quality care and education services from 22,499 (12 percent) in 2003 to 28,360 (15 percent) in 2007.

What's the trend?

The number of children receiving DESE-supported preschool services has grown substantially in recent years. However, decreases in funding for the 2003-2004 school year made reaching the goal of 25,051 in 2005 difficult to achieve. Based on 2000 census data, DESE estimates that there were 191,000 3-, 4-, and 5-year-olds not enrolled in kindergarten in 2002; approximately 12 percent of the children received DESE-supported preschool services.



Source: Early Childhood Education Section, Federal Programs Unit, Career Education and Early Childhood Special Education, November 2005

*Projected figures for 2006, 2007 and 2008.

About the measure: This information is compiled by DESE based on end-of-the-year reports submitted by school districts that offer these services.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine a child's ability to succeed in school. Broad, varied experiences, language development, and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences; however, children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicates that children who experience a center-based early childhood program and whose families have participated in PAT are more likely than any other group of children to enter school ready to succeed.

How does Missouri compare to other states and the nation on this measure?

The National Institute for Early Education Research (NIEER) has recently published a report titled *The State of Preschool; 2004 State Preschool Yearbook*, which indicates that, on average, states are serving only 9 percent of the eligible children with state-initiated preschool services. Missouri is currently serving 11 percent. According to NIEER, Missouri ranks 30th in spending with an average of \$2,198 per child. The study discussed 10 quality standards that may be used to evaluate preschool programs. This document can be viewed online at nieer.org.

What factors influence this measure?

Awareness and understanding among parents and school personnel of the importance of sustained-quality preschool experiences for children and the importance of language development, guided social interaction, exploration and problem-solving.

Ability of districts to provide adequate space and support services for preschool programs.

Availability of funding affects the number of children who can be served in DESE-sponsored preschools.

Availability of highly trained staff to provide care and education for children from birth through entry into school. These individuals must meet performance criteria such as English verbal skills and have other skills and attitudes that will help young children to enter school prepared to succeed.

Availability of quality ongoing professional development for staff of preschool care and education programs.

Effective transition plans in all districts to assist children and families in making a successful transition into kindergarten.

Integration of the school-based preschool within the community such that a continuum of quality education experiences for children is provided.

High standards for quality and requiring certified teachers, developmentally appropriate curriculum, and a teacher-pupil ratio that allows for meeting individual student needs.

The licensure and accreditation of programs.

Where services are provided. Early Childhood Special Education services are determined by a child's Individualized Education Program (IEP) team and are delivered in a variety of settings, including home and child care settings as well as schools.

Key strategies and actions:

Performance and accountability: DESE will...

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Best Practices and Technical Assistance: DESE will...

Encourage districts to use existing and new resources to expand preschool opportunities.

Assist school leaders and parents to combine resources to offer quality preschool opportunities.

Support research-based curriculum and nationally recognized programs for providers of preschool care and education.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Communication: DESE will...

Disseminate information to school leaders and parents on the research and benefits of quality preschools through newsletters, presentations, Web sites, links to other resources, and by partnering with other agencies and organizations that work in the area of early childhood.

Provide information and research to state leaders about the importance of funding quality early childhood education and care to all the children of Missouri.

Collaboration: DESE will...

Collaborate with other agencies in the state (e.g., Winning Teams (Head Start), Licensing (Health), Medicaid (Social Services)) to support quality care and education for preschool children.

Collaborate with other agencies that work in the area of early childhood education and care to educate business and industry leaders about the benefits of providing quality early childhood services for employees in the workplace.

II. KEY OUTCOME: Children entering school ready to succeed (*continued*)

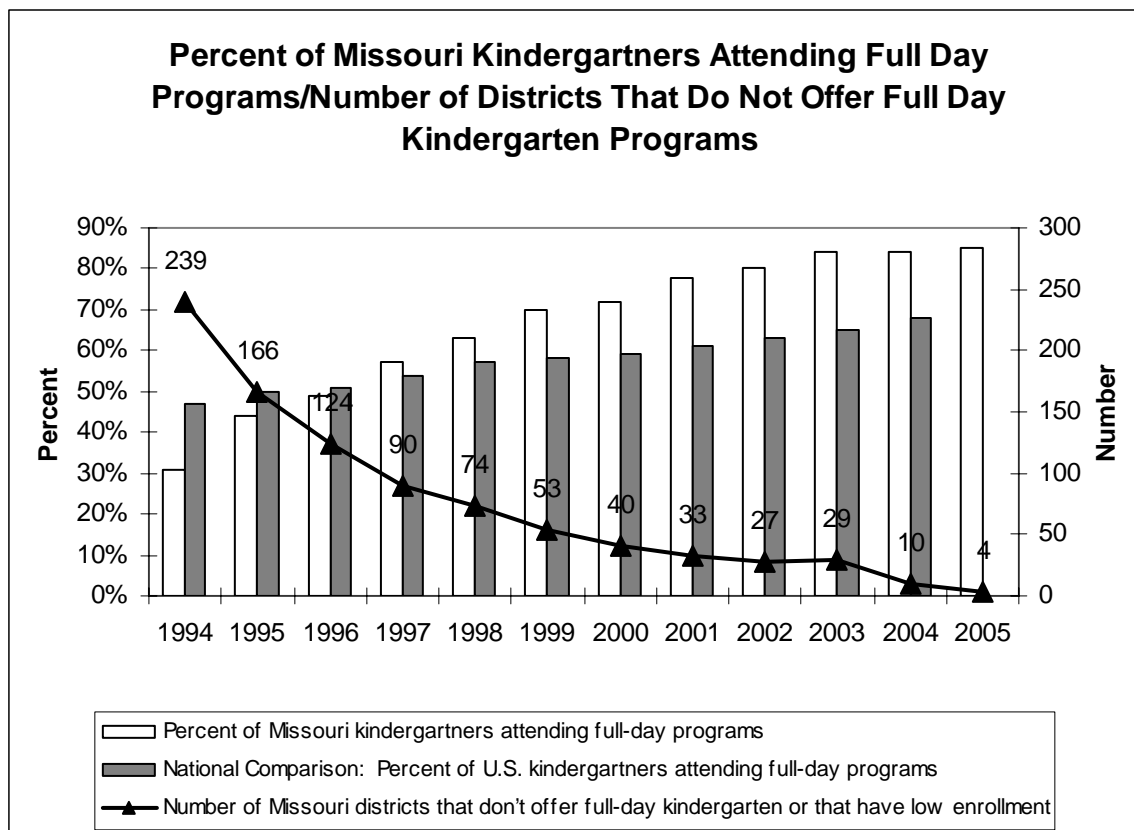
KEY OBJECTIVE 3

**By 2008, increase from 84 percent in 2003 to 86 percent
the number of public school kindergartners
attending full-day programs**

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly in the 1990s. Full-day kindergarten enrollment is considerably higher in Missouri than it is for the nation as a whole. Much of the growth in Missouri's full-day kindergarten programs is attributed to changes in the basic state-aid formula, which was approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.

Percent of kindergartners attending full-day programs



Source: School Core Data, November 2005, and U.S. Census Bureau, Current Population Surveys, 1995-2004

*2005 National Comparison Data Not Available

About the measure: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system. Missouri districts with low enrollment have 35 percent or fewer kindergartners enrolled in their full day programs. The U.S. Census Bureau collects national data through the Current Population Survey, which is conducted annually in October. The percentages shown are the percentage of public school kindergartners enrolled in full-day programs.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary-grade years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers time to explore topics in depth; provides for greater continuity of day-to-day activities; and provides an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents favor full-day kindergarten programs because they reduce the number of transitions kindergartners experience in a typical day (*Full-Day Kindergarten Programs*, Diane Rothenberg, May 1995).

Preliminary results of a study being conducted by the Montgomery County, Md., Public Schools show that “a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills.” (“Kindergarten Student Progress: Acquisition of Reading Skills, Year 1 of the MCPS Kindergarten Initiative, 2000-2001,” Dr. Fran Bridges-Cline, August 2001)

How does Missouri compare to other states and the nation on this measure?

In 2004, 84 percent of Missouri kindergartners attended full-day programs, compared with 59 percent nationally. The number of Missouri kindergartners attending all day was well below the number nationally until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state’s Outstanding Schools Act of 1993.

What factors influence this measure?

Districts’ ability to provide support services and adequate classroom space, which can be a particular problem in areas with growing student enrollments.

Awareness of educators and parents about the importance of full-day kindergarten for all students.

Funding. Although districts are offered funding for full-day kindergarten, there is no state funding for facilities.

Key strategies and actions:

Performance and accountability: DESE will...

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Best Practices and Technical Assistance: DESE will...

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Professional Development

Promote developmentally appropriate curriculum and strategies.

Communication: DESE will...

Inform school personnel and parents about the benefits of full-day kindergarten.

Funding: DESE will...

Advocate for maintaining a dependable flow of basic state aid to support full-day kindergarten programs.

Explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

Key programs for Outcome 2

Matrix of DESE Key Programs for Outcome 2 by Objective			
Program Name	Objective		
	1	2	3
Early Childhood Special Education Services	•	•	•
Even Start and other DESE-sponsored Family Literacy programs	•	•	
Family and Consumer Sciences Child Development & Parenting Courses	•		
Family and Consumer Sciences training for providers of preschool care and education		•	
First Steps	•	•	
Foundation Program, which gives districts credit for full-day attendance of kindergartners			•
Missouri Preschool Program	•	•	
Missouri Student Information System (MOSIS)	•	•	•
PAT	•		
Project Construct			•
Title I Preschools	•	•	
Workshop on Wheels		•	

For more information:

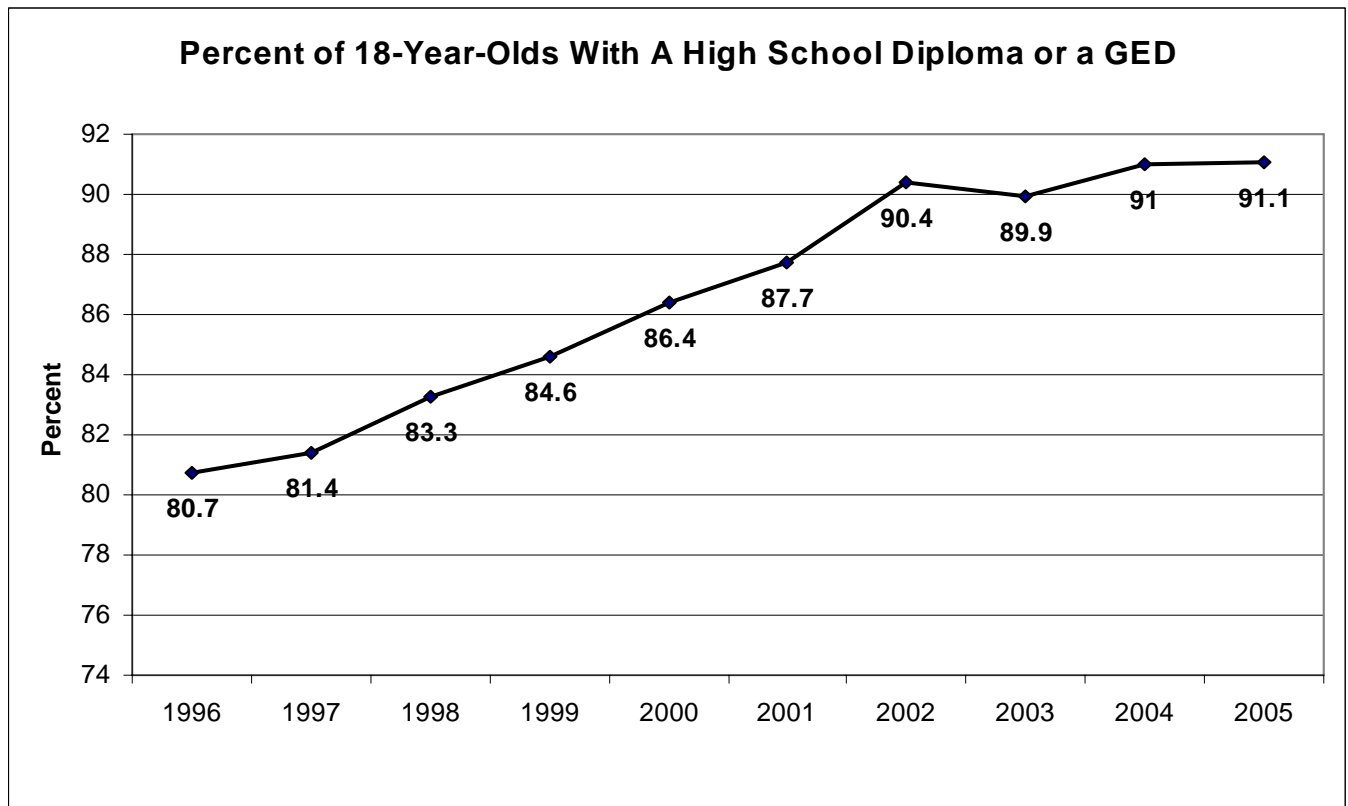
Websites for Additional Information on Outcome 2 by Objective			
Resources	Objective		
	1	2	3
http://www.dese.mo.gov/divimprove/fedprog/earlychild/	•	•	•
http://www.dese.mo.gov/divspeced/EffectivePractices/ECSEpage.html	•		
http://dese.mo.gov/divcareered/facs_index.htm	•		
http://nieer.org		•	
http://www.readykidsmo.gov			

III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or GED

What's the trend?

Since 1995, Missouri has shown slow but steady progress in increasing the percentage of 18-year-olds with a high school diploma or General Education Development (GED) certificate, moving up from 80.7 percent to 91.1 percent.



Source: School Core Data, October 2006

About the measure: This measure is one of the Priority Results under the Management for Results Initiative. DESE's School Core Data Section calculates the measure using Core Data as well as data collected by the Federal Programs and Adult Education and Literacy sections and private school graduation data.

Why is this outcome important?

A high school diploma or GED credential is key to Missourians meeting their potential, both in terms of economic and educational success. According to the July 2002 Current Population Reports (CPRs) from the U.S. Census Bureau, 1997-1999 earnings for workers ages 25 to 64 averaged \$25,900 for a high school graduate; those potential earnings dropped to \$18,900 for those who did not complete high school. According to the CPS report, earnings differences compound over a lifetime with estimated lifetime earnings (in 1999 dollars) for a dropout of \$1,000,000, while completing high school would increase earnings by another quarter-million dollars to \$1,200,000, some college would earn \$1,500,000, an associate's degree would bring \$1,600,000, and a bachelor's degree would earn \$2,100,000.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other state for this measure; however, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey (CPS) conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows DESE to monitor, for each state and the nation, the percentage of 18- through 24-year olds not currently enrolled in high school who have a high school diploma or GED. The NCES publishes the rate as a three-year average in its annual publication, *Dropout Rates in the United States*. According to the 2001 edition, the high school completion rate for the nation has increased by only a net 3 percentage points during the past three decades, hovering around 85 to 86 percent since 1985. In Missouri, on the other hand, the school completion rate increased by 2.3 percent during the past decade compared to a national increase of just 0.8 percent. These data show that 90.4 percent of Missourians ages 18 through 24 complete high school (average for 1999-2001). Missouri ranks thirteenth among the states on this school completion measure. Completion rates for the same period for surrounding states show Iowa at 92.4 percent, Illinois at 88.4 percent, Arkansas at 86.7 percent, and Kansas at 88.2 percent while the rate is 86.3 percent for the nation.

III. KEY OUTCOME: 18-year-olds with high school diploma or GED *(continued)*

KEY OBJECTIVE 1

Decrease the state's annual dropout rate to 3 percent by 2008.

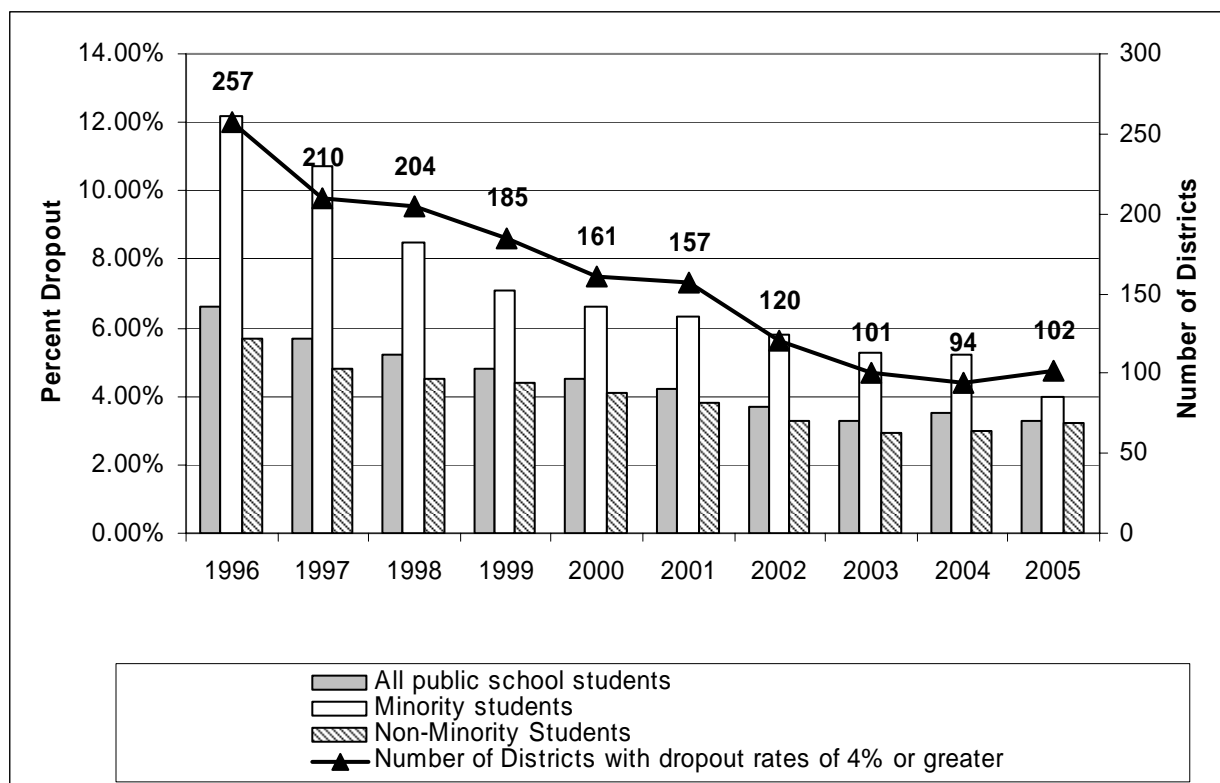
What's the trend?

The state's dropout rate in 2005 was 3.3 percent. The rate for minority students also decreased in 2005, it remains higher at 4.0 percent.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2003 than for non-minority students. At the same time, the overall dropout rate has decreased, which shows progress in closing the dropout rate gap.

The number and percent of school districts with a 4-percent or more dropout rate continue to decrease. In 1996, 251 districts (56 percent) had a dropout rate in excess of 4 percent. In 2005, 102 districts (23 percent) had a dropout rate in excess of 4 percent.

Statewide dropout rate



Source: School Core Data, October 2005

About the measure: In the above statistics, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” The dropout rate equals (9-12 dropouts / 9-12 average enrollment) x 100. “Average enrollment” equals September enrollment plus transfers-in minus transfers-out minus dropouts added to total September enrollment then divided by 2. These data reflect revisions for multiple years made through October 2005.

Why is this objective important?

The *KIDS COUNT in Missouri 2003 Data Book* (Citizens for Missouri's Children and Children's Trust Fund, January 2004) offers several findings that support the importance of this objective:

The economic impact of dropping out of high school is dramatic. High school dropouts are three times as likely as graduates to be poor and they make up nearly half of the heads of households receiving public assistance. Approximately half of the U.S. prison population is dropouts. Economic prospects for dropouts will be even gloomier as more jobs require advanced skills and technical knowledge.

Children who are born to undereducated parents face the highest odds of living in chronic poverty. In 1995, the poverty rate was 57 percent for children living with parents who had dropped out of school but only 4 percent for children living with at least one parent with a college degree.

For young women, dropping out is closely linked to teen pregnancy. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out. Teen mothers have half the lifetime earnings of women who have children after age 20. Parental education is the single best predictor of grade repetition — more than family income, poverty status, family structure, ethnic group or family size. Nationally, 33 percent of children whose parents had less than a high school diploma had repeated a grade compared to only 21 percent of children whose parents had high school diplomas and 9 percent of children whose parents were college graduates.

How does Missouri compare to other states and the nation on this measure?

Collecting comparable dropout rates among the states is difficult because states vary in their definitions of dropouts as well as in their methodologies for data collection. However, the National Center for Education Statistics (NCES) has developed a standard definition and standard data collection procedures currently followed by approximately 45 states. Based on this methodology, Missouri shows a 2000-2001 dropout rate of 4.2 percent. Neighboring states adhering to the standardized methodologies for the same period include Iowa with a dropout rate of 2.7 percent, Illinois with 6.0 percent, Arkansas with 5.3 percent, Kansas with 3.2 percent, Kentucky with 4.6 percent, Nebraska with 4.0 percent, Oklahoma with 5.2 percent and Tennessee with 4.3 percent. (NCES will not compute a national rate until all states can be included.)

Comparative data on state to state for the gap between minority and non-minority student dropout rates is beginning to be made available. Currently 43 states are able to report by race/ethnicity. According to NCES, Missouri's non-minority dropout rate is 3.9% ranking the state 25th. The Black non-Hispanic rate is 6.2% ranking the state 12th, and the Hispanic rate of 7.4% ranks the state 15th. Information gathered on a national basis by NCES reflects a trend similar to Missouri's; rates are decreasing, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups, including black and Hispanic students, remain higher than those for non-minority students.

What factors influence this measure?

The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates.

The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, which places pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

Student mobility. "Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school," according to the *Kids Count in Missouri 2001 Data Book*.

Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates.

Local school district programs to address the needs of at-risk students, funded through the Foundation Formula.

Key strategies and actions:

Professional Development: DESE will ...

Provide in-service and professional development programs that will enable educators to better understand and adapt to individual learning styles and instructional needs. Emphasis will be placed on professional development programs specifically geared toward the learning styles and cultures of racial/ethnic-minority students.

Increase availability and use of technology in Missouri school districts to help teachers meet a wide variety of student needs and learning styles, which in turn encourage students to stay in school.

Performance: DESE will...

Evaluate districts' efforts to reduce the dropout rate through MSIP which is the catalyst for a variety of programmatic improvements in Missouri school districts.

Monitor dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

Improve the process that districts use to report dropout data, which includes the procedures for disaggregating data for racial/ethnic minority groups.

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Bring about changes in teaching practices that will benefit all students through Missouri's standards-based reform efforts, the Show-Me Standards and Missouri Assessment Program (MAP).

Funding: DESE will...

Focus resources toward school districts with high concentrations of racial/ethnic-minority students to assist them in decreasing the dropout rate of these students using strategies recommended in "Raising the Bar - Closing the Gap" (Missouri Department of Elementary and Secondary Education, December 1997)

Best Practices and Technical Assistance: DESE will...

Work with school districts to fully implement the Missouri Comprehensive Guidance Program.

Work with school districts in developing successful parent-involvement programs.

Promote High Schools That Work (HSTW) as a whole-school, research- and assessment-based reform effort for grades 9 through 12.

Promote programs such as the GED Option Program and A+ Schools which encourage students to stay in school and obtain their high school diplomas.

Refer dropouts who are reported to the State Literacy Hotline to the nearest Adult Education and Literacy (AEL) program for GED attainment.

Promote successful reading programs.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Performance and accountability: DESE will...

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Communication: DESE will...

Develop online resources to help improve communication with citizens, members of the education community, and policy-makers about statewide school improvement initiatives and efforts to reduce the dropout rate.

Collaboration: DESE will...

Increase interagency collaboration and cooperation at the state and local levels regarding youth services affecting school retention or GED attainment as well as career success strategies found in the 1998 Workforce Investment Act (WIA).

Offer services to high school-aged youth with disabilities through the Missouri Vocational Rehabilitation, Transition from School-to-Work Program. These services are available in 361 of the 449 high schools in Missouri.

Facilitate community or cultural support systems, such as school-business partnerships.

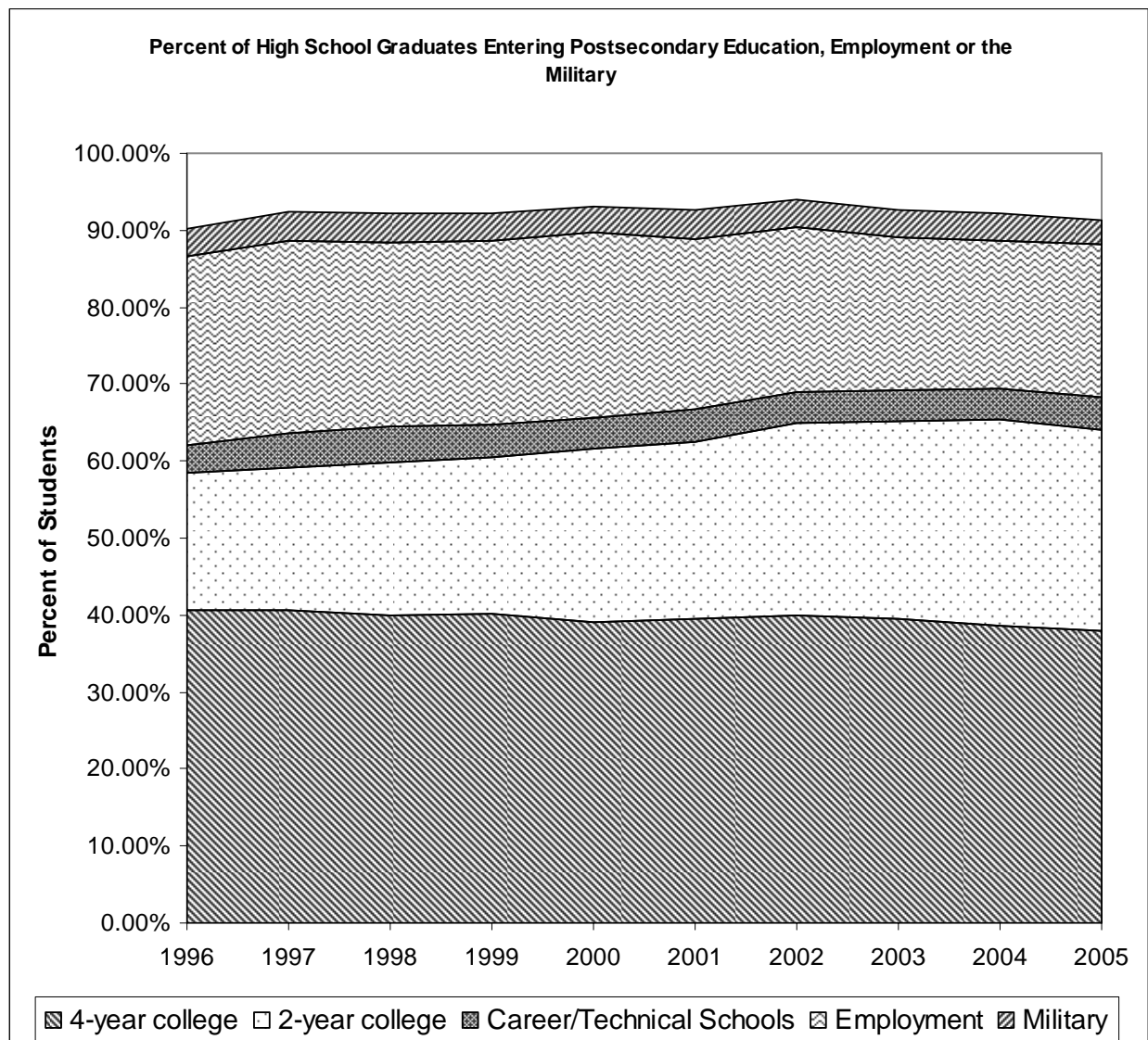
III. KEY OUTCOME: 18-year-olds with high school diploma or GED (*continued*)

KEY OBJECTIVE 2

By 2008, increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military.

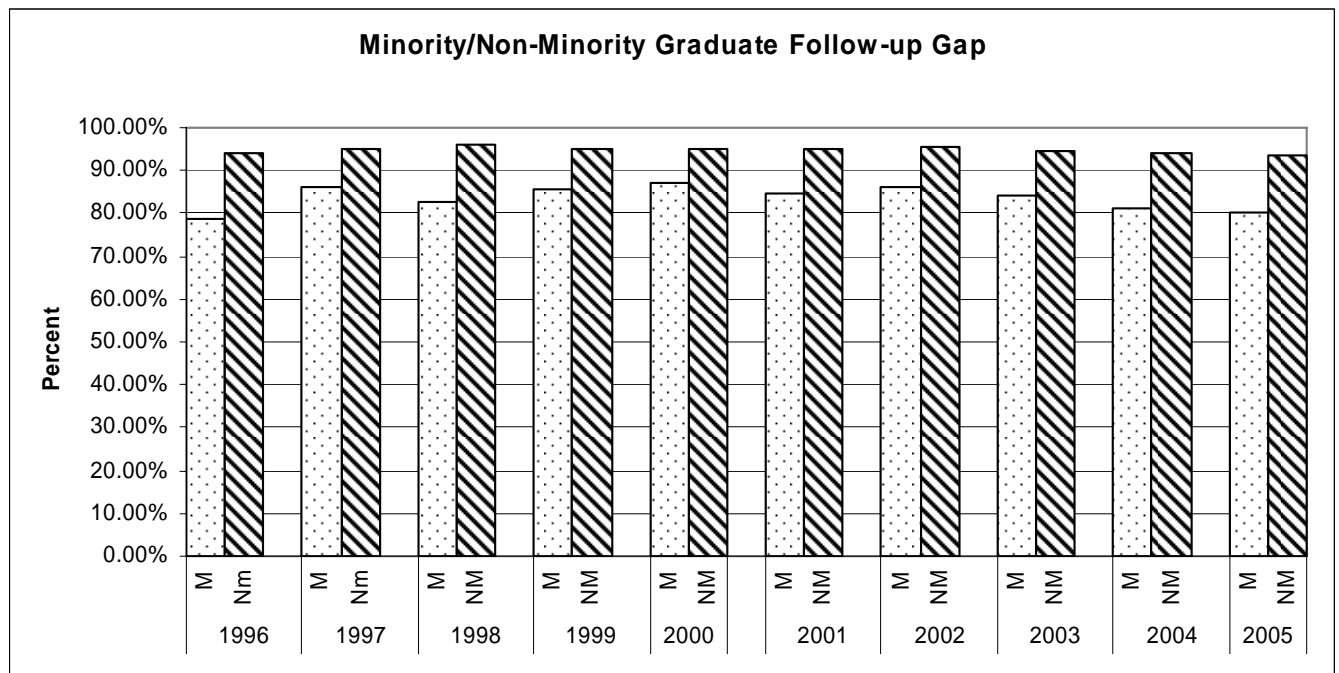
What's the trend?

During the past ten years, Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military directly after high school. Employment has decreased from 24.5 percent in 1996 to 19.7 percent in 2005. Gains have been realized in the number of graduates entering postsecondary education, particularly in the percentage of graduates entering two-year institutions, which grew from 17.7 percent in 1996 to 26.1 percent in 2005. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition and fees to attend Missouri public community colleges or area career centers.



Graduate Follow-up Data

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
4-year college	40.7%	40.6%	40.0%	40.1%	39.0%	39.4%	40.0%	39.6%	38.7%	38.0%
2-year college	17.7%	18.6%	19.9%	20.4%	22.5%	23.1%	25.0%	25.5%	26.8%	26.1%
Career/Technical Schools	3.6%	4.5%	4.6%	4.2%	4.1%	4.2%	4.0%	4.0%	4.0%	4.3%
Employment	24.5%	24.9%	24.0%	23.9%	24.1%	22.1%	21.3%	20.0%	19.2%	19.7%
Military	3.7%	3.9%	3.6%	3.6%	3.4%	3.8%	3.6%	3.6%	3.4%	3.3%
Total	90.3%	92.4%	92.1%	92.2%	93.2%	92.6%	94.0%	92.8%	92.2%	91.4%



Source: School Core Data, October 2005

* Figures rounded

About the measure: In the above statistics, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities as well as those who entered other postsecondary programs. Graduate follow-up information is reported in February of the year after students graduate. In this chart, the data are presented by graduating class.

Why is this objective important?

Future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment or entry into postsecondary education are all indicators that students have positioned themselves in high school to attain additional skill and knowledge through hands-on or formal training settings.

How does Missouri compare to other states and the nation on this measure?

Comparable data are not available at this time.

What factors influence this measure?

Skill sets obtained during high school may not provide employability for available jobs or entry into postsecondary institutions.

Both geographic and financial accessibility may pose barriers for entering postsecondary education.

The state's investment in programs that encourage students to complete school, such as A+ Schools, GED Option, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates.

The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, which places pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates.

Changes in high school graduation requirements.

Key strategies and actions:

Best Practices and Technical Assistance: DESE will ...

Support and expand initiatives that integrate academic and vocational education to prepare youth for employment, military service or postsecondary education.

Support the effective use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.

Establish cooperative agreements linking education, career preparation and transition to employment services for all youth and adults, including those with disabilities.

Improve the process that districts use to report graduate follow-up data by developing templates and a standard methodology for collecting the data.

Identify the districts that have less than 94 percent of students entering postsecondary programs and provide them with technical assistance.

Promote implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.

Promote High Schools That Work (HSTW) as a whole-school, research and assessment-based reform effort for grades 9 through 12.

Encourage career education and occupational technical training leading to postsecondary education and/or employment.

Provide both funding and incentives for school districts to continually improve performance in career education using performance standards for secondary career education under the Carl D. Perkins Vocational and Technical Education Act of 1998.

Encourage participation in A+ Schools whereby students can earn the opportunity to pursue a two-year degree, with paid tuition and fees, at a Missouri public community college or vocational-technical school.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Performance and Accountability: DESE will...

Encourage districts to strive to meet accreditation standards, which include “The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.”

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Collaboration: DESE will...

Continue to collaborate with other state agencies, businesses and industry to establish a comprehensive system of workforce education and preparation.

Follow A+ graduates through two years of postsecondary education to determine the percent who successfully complete a program with the cooperation of the Coordinating Board for Higher Education.

Support initiatives for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning, and linkages with the business community.

Coordinate and provide electronic linkages to Missouri Career Centers.

Increase interagency collaboration and cooperation with the Workforce Investment Act at the state and local levels to impact career success strategies and services for youth.

Offer services to high school-aged youth with disabilities through the Missouri Vocational Rehabilitation, Rehabilitation Transition from School-to-Work Program.

Key programs for Outcome 3

Matrix of DESE Key Programs for Outcome 3 by Objective		
Program Name	Objective	
	1	2
A+ Schools	•	•
Alternative Education Centers, located at Area Career Centers	•	•
Alternative schools, supported by the Safe Schools Grant program	•	•
Carl D. Perkins Vocational and Technical Education Act of 1998		•
Charter schools that serve at-risk students	•	•
GED Option program	•	•
High Schools That Work	•	•
Migrant English Language Learners (MELL) program	•	•
Missouri Comprehensive Guidance program	•	•
Missouri School Improvement Program (MSIP)	•	•
Missouri Student Information System (MOSIS)	•	•
Practical Parenting Partnerships (PPP)	•	•
Reading First Grant	•	•
School and Business/Community Partnerships	•	
Special Education programs and services	•	•
Title I Program	•	•
Transition from School-to-Work	•	•
Workforce Investment Act	•	•

For more information:

Websites for Additional Information on Outcome 3 by Objective			
Resources		Objective	
		1	2
http://dese.mo.gov/divcareered/		•	•
http://dese.mo.gov/divvocrehab/		•	•
http://www.acenet.edu/clll/index.cfm		•	•
http://dese.mo.gov/divimprove/coredata/index.html		•	•
http://nces.ed.gov/		•	•
http://www.ed.gov/about/offices/list/ovae/index.html		•	•
http://www.sreb.org/programs/hstw/hstwindex.asp		•	•
http://mo.kuder.com		•	•

IV. KEY OUTCOME

Improved performance of career preparation, employment, workforce advancement, and independent living programs

What's the trend?

State fiscal year 2000 was the first year that federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. DESE's efforts are focused on continuous improvement of individual program performance.

Fluctuations in the national, state and local economies affect job placement and retention measures for all three federal/state programs. Despite these challenges, placement efforts have shown incremental gains, although some adult training opportunities have been reduced due to budget constraints since fiscal year 2002.

Coordination and collaboration with and between state agency partners at the state and local levels aids in increasing customer access to services and providing comprehensive support services where needed.

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Workforce Investment Act, which contains the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. These laws hold states accountable for meeting certain performance standards in adult education, career education and vocational rehabilitation. Missouri must meet these standards to maintain current funding and qualify for incentive funds.

Failure to address these challenges will leave youth and adults in our state without access to the quality education and support they need to achieve their career objectives and to contribute to Missouri's economic prosperity. Without a strong workforce, Missouri cannot attract and keep business and industry — and jobs. Without jobs, Missourians will be unable to support their families and build their communities. With higher unemployment rates will come greater dependence on public assistance, more widespread poverty and higher crime rates.

Independent Living (IL) services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions that lead to self-determination and minimize or eliminate physical and psychological dependence on others.

Individuals with disabilities who are unable to work can live independently with the assistance of disability benefits. The Social Security Administration (SSA) administers two programs that provide benefits based on disability: Title II is based on an individual's earnings record and Title XVI benefits are determined by limited income and resources. The Missouri Disability Determination Services (DDS) section is responsible for making medical eligibility determinations using SSA regulations. Without the benefits, Missourians with severe disabilities that prevent them from engaging in gainful employment would be unable to live independently, support their families and support local and state economies.

Missouri's Sheltered Workshop program is supported by DESE, who provides some portion of funding. This program is critical in providing meaningful, dignified work to more than 7,000 Missourians who otherwise would be unable to find employment in a competitive job environment. The primary source of income is contract labor with business. Workers are paid a special minimum wage based on prevailing

wage rates in the community and their ability to produce to an industry standard. In 2004, workshops generated \$86,257,941 in contract sales and the state provided \$18,484,050 in state assistance.

Output measures

	2002 (actual)	2003 (actual)	2004 (actual)	2005 (projected)	2006 (projected)	2007 (projected)	2008 (projected)
Total number of students in AEL classes	56,970	61,311	60,793	62,254	63,749	65,278	66,500
Number of Vocational Rehabilitation applicants and eligible persons with physical and/or mental disabilities*	32,063	34,078	33,000	28,000	27,750	27,750	27,750
Number of Social Security disability claims processed	83,781	84,129	87,672	89,000	91,000	93,000	93,930
Number receiving Independent Living services	11,327	12,887	18,294	19,000	19,500	20,000	20,000
Number of adults placed	1,480	1,849	1,608	1,640	1,673	1,706	1,739
Number of postsecondary occupational students placed	2,827	3,064	2,925	2,983	3,043	3,104	3,166
Number of adult employees acquiring improved occupational skills through Customized Training	26,500 ¹	21,973 ¹	14,058 ¹	21,465 ²	21,465 ²	21,465 ²	21,465 ²
Career Education Secondary enrollment	143,235	170,975	177,814	184,927	192,324	200,017	207,278
Career Education Postsecondary enrollment	81,380	96,058	101,821	107,931	114,407	121,271	127,574
Adult Career Education enrollment	80,764	63,710	61,162	58,715	56,367	54,112	51,713
Sheltered Workshop Employee Count	7,317 ³	7,287 ³	7,243 ³	7,250 ³	7,260 ³	7,270 ³	7,270 ³

1 reflects budget reductions/withholdings

2 assuming static budget

3 State budget reductions and slow economic growth have been reflected in decreased employment. Improved economic conditions could increase employment, as a significant waiting list exists for employment in sheltered workshops.

Source: Division of Career Education and Division of Vocational Rehabilitation, October 2005. For FY2004 and beyond, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) was

implemented on Oct. 1, 2003 and remain in place due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Perkins Act and is held accountable for achieving those levels with an emphasis on continuous improvement. In addition, states are using a variety of testing and data collection methods, which makes state-to-state and national comparisons impossible.

In terms of the percentage of Vocational Rehabilitation (VR) participants achieving employment after receiving services, Missouri's FY04 rate of 61.9 percent exceeds the national standard of 55.8 percent and the rates for the following Missouri-border states: Iowa, 60.2 percent; Illinois, 61.2 percent; Arkansas, 52 percent; Kansas, 55.1 percent; and Nebraska, 55.3 percent.

The IL program's standards and assurances are used in evaluating compliance indicators, including provision of IL core services. Each year, VR must submit a compliance report to the Office of Special Education and Rehabilitative Services-Rehabilitation Services Administration to document how the standards are met. Due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant, it is difficult to compare service data between states. VR assures statewide access to IL services through a network of 21 Centers for Independent Living (CILs). During 2005, Missouri ranked fifth in the nation for the number of centers providing local community-based services.

Missouri DDS was chosen by SSA to be one of ten states to process under the "Prototype" process. This is a higher standard applied to the development and adjudication of claims. Productivity for the Prototype state, as measured by Production Per Work Year (PPWY), increased from 224.9 to 262.8 in FY04. Missouri is one of four states to process cases using Modernized Integrated Disability Adjudicated System (MIDAS) technology. Because of proficiency in the use of the MIDAS system, Missouri DDS has been chosen as the first MIDAS state to process claims through a paperless, electronic folder. The goal is to be completely electronic by December 2005. The normal share of SSA's Kansas City Region (Missouri, Iowa, Kansas, and Nebraska) is 53%; Missouri DDS processed almost 61 percent of the region's Continuing Disability Reviews (CDRs). Title II claim processing time was 70.7 days, while Title XVI time was 67.4 days. These processing times better the national averages by 15 and 18.8 days, respectively. The net accuracy rate for processing claims in FY04 was 97 percent. Missouri has consistently been successful in holding down medical costs with a consultative exam rate of 33 percent that was well below the national rate of 41.4 percent. The state's medical costs and cost per case were the lowest in the region.

IV. KEY OUTCOME: Career preparation, employment, workforce advancement and independent living (*continued*)

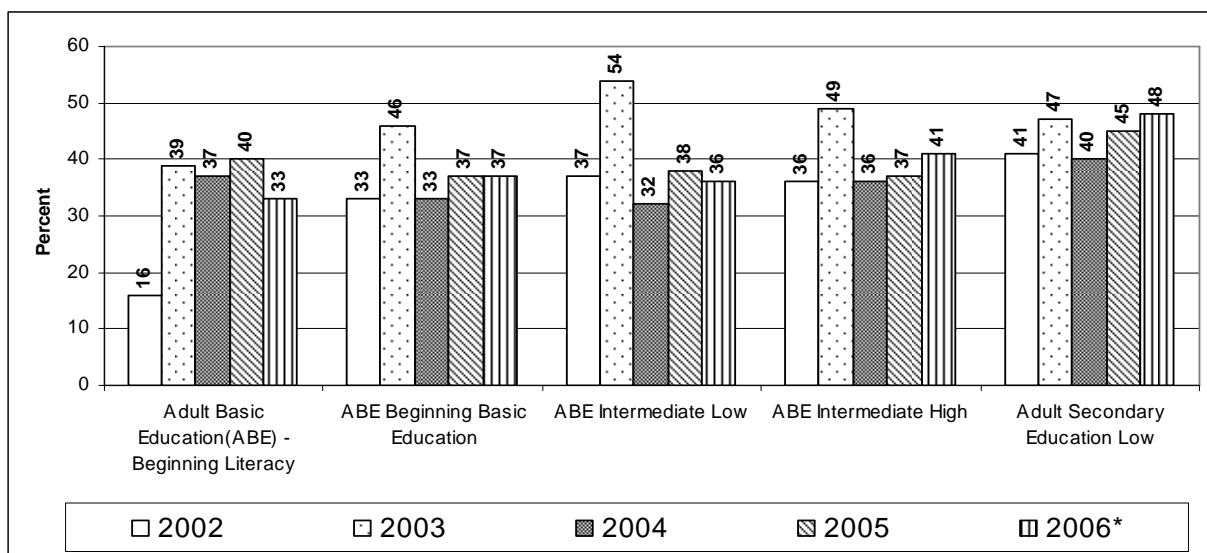
KEY OBJECTIVE 1

Meet or exceed performance goals for students enrolled in Adult Education and Literacy (AEL) and English as a Second Language (ESL) programs.

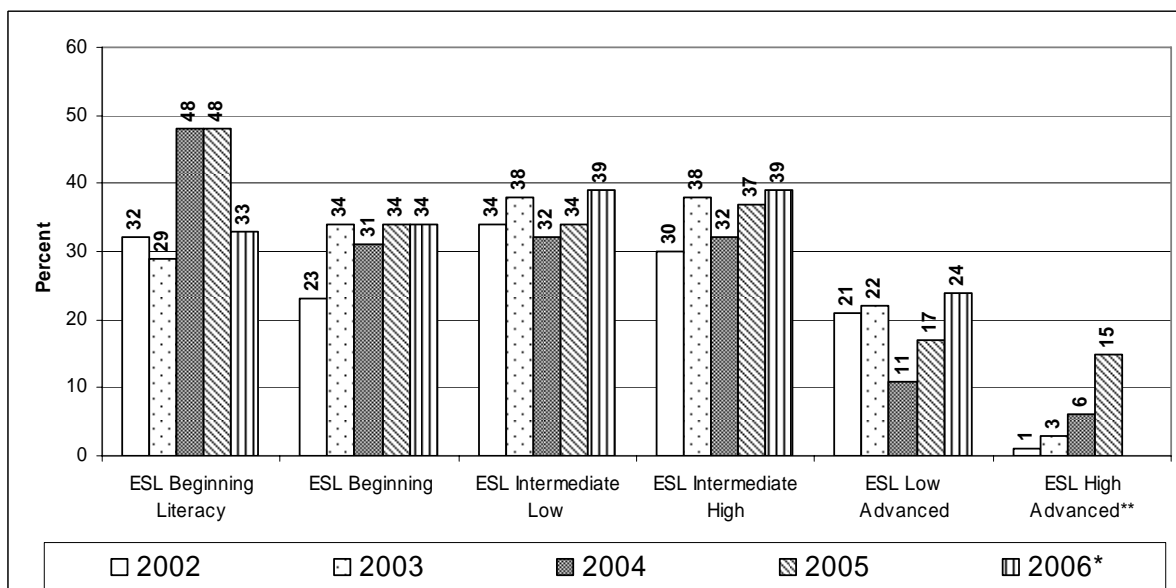
What's the trend?

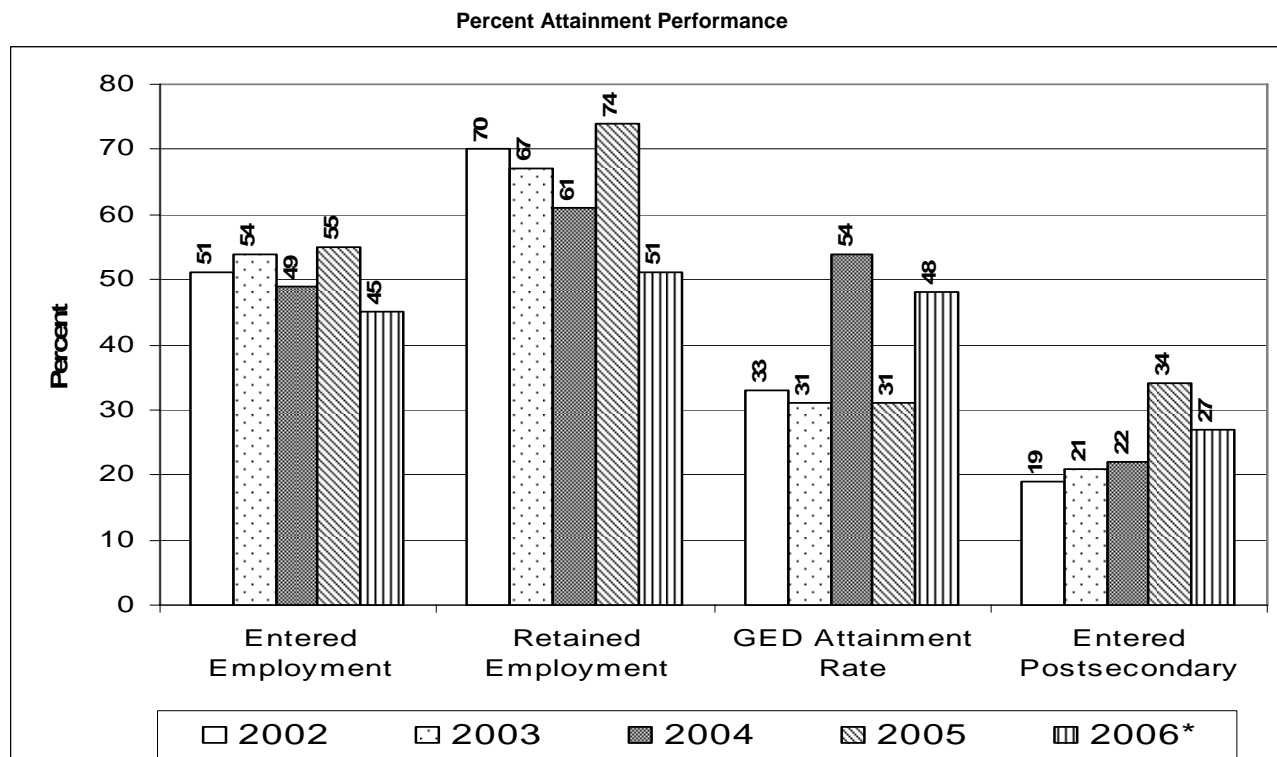
The U.S. Department of Education establishes performance standards for adult education and literacy primarily based on academic gain, employment, employment retention and postsecondary education. The requirements for the measures are set out in the National Reporting System.

Adult Education and Literacy Performance – Percent Completed One or More Levels



English and Second Language (ESL) Performance – Percent Completed One or More Levels





Source: Division of Career Education, Adult Education and Literacy Section

* Projected

** Beginning in FY2006 ESL Advanced no longer applicable

About the measures: Data are based on students participating in the AEL program for 12 hours or more. Academic gain is measured as follows: Adult students entering the program are assessed using standardized tests in up to three subject areas — reading, math and/or language. The program analysis system places the lowest pre-test score in one of six functional performance levels. Analysis of parallel student post-tests again places the student in one of six functional performance levels. When the post-test analysis falls into a higher functional performance level, the participant has achieved academic gain.

Why is this objective important?

Participant goals of achieving academic gain, employment, employment retention and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievement contributes to the state's economic prosperity. The success of participants in meeting their goals is enhanced as they become role models for other adults and children. By meeting participant goals, the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

Failure to address this objective impacts the state's ability for this program to meet its federal performance measures and hampers opportunities for individuals to increase their academic and earning potential.

How does Missouri compare to other states and the nation on this measure?

Consistent and reliable data from other states are not available at this time.

What factors influence this measure?

Local AEL program staff work with the incoming participant to identify the appropriate goals. Use of effective assessment tools and communication skills with the participant by local program staff is critical to the proper identification of participant goals. Because AEL is a voluntary program for participants, retaining the student in adult education and literacy activities is equally critical. The longer the participant remains in the program, the greater the likelihood of attaining certain goals, such as academic attainment or GED. Some goals, such as employment and retention of employment, may be dependent upon the local economy. Local staff must create an appropriate environment for all students and have classes conveniently located to encourage participant retention.

Key strategies and actions:

Professional Development: DESE will...

Support staff training and emphasize the need to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.

Place additional emphasis on incorporating ESL instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers.

The use of appropriate technology aids in meeting a variety of learning styles and student needs (e.g., providing AEL services through distance-learning service providers).

Provide support through a non-threatening learning environment (e.g., school or career center for on-site learning; home, workplace or library for online learning) for learners to develop the skills to use English accurately and appropriately.

Best Practices: DESE will...

Promote open-entry/open-exit delivery of services and the number of full-service and satellite locations to aid customer's access to services and their retention in services.

Promote use of standardized tests and provide professional development opportunities that allow teachers to monitor learner progress and follow up on learner advancement to other training programs, employment, postsecondary education, self-sufficiency, attainment of a secondary school diploma and other individual goals.

Provide additional resources and support to second-language acquisition and integration with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally specific skills necessary for self-sufficiency.

IV. KEY OUTCOME: Career preparation, employment, workforce advancement and independent living (*continued*)

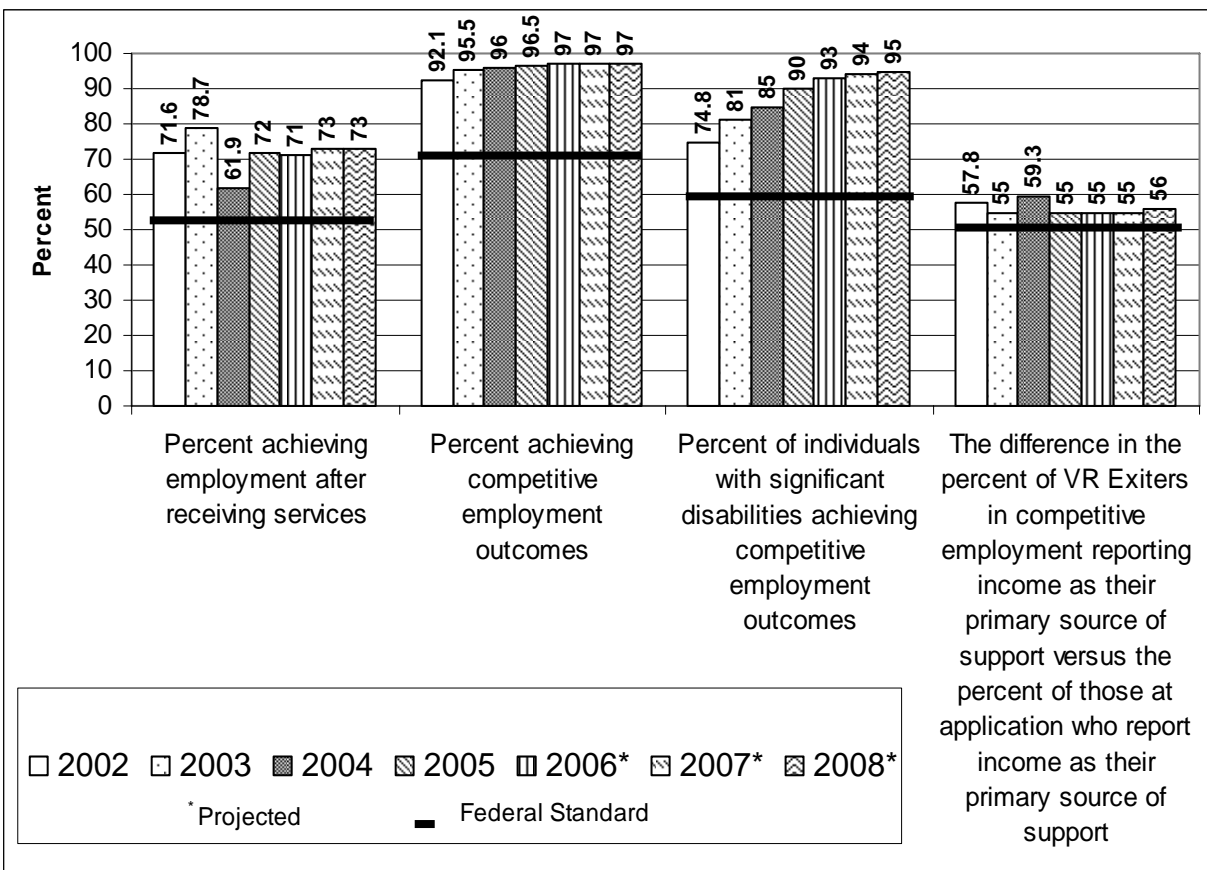
KEY OBJECTIVE 2

Strive to obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 70 percent through 2007.

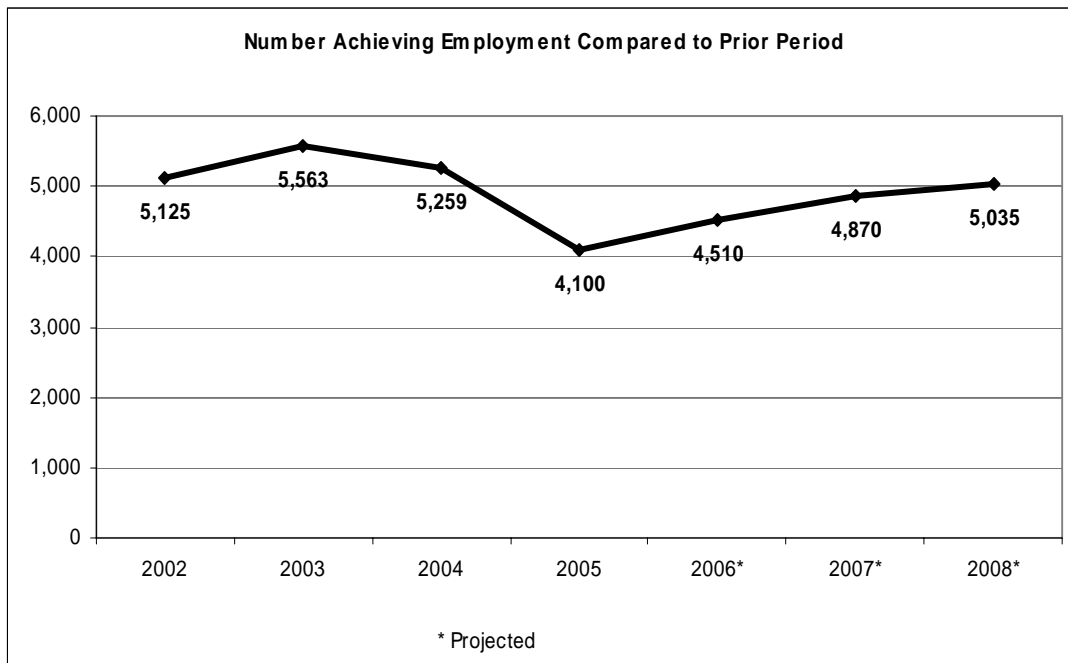
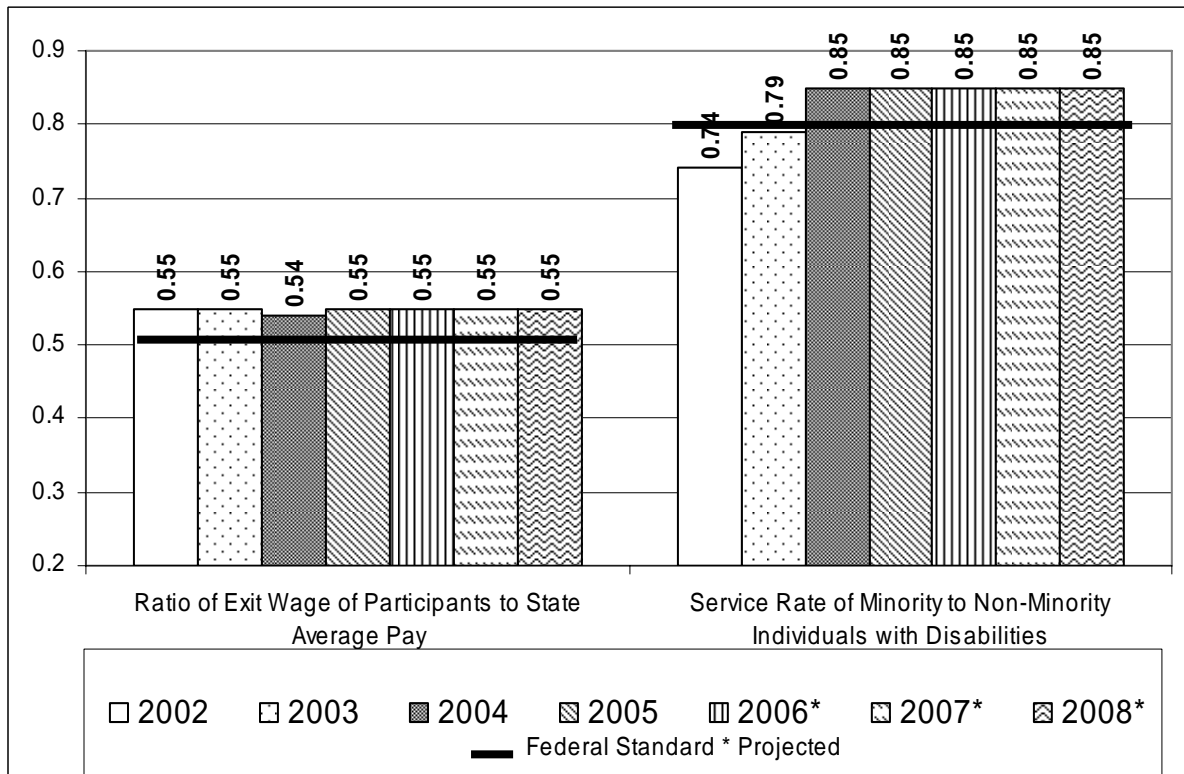
What's the trend?

On October 1, 2003, due to insufficient funds to serve all eligible consumers, the Missouri Division of Vocational Rehabilitation implemented a waiting list (Order of Selection) with three priority categories. Eligible consumers with the most significant disabilities are required by law to receive services first (Category 1). Eligible consumers who have less significant disabilities have been placed on a waiting list for services (Categories 2 and 3). This action has affected the total number of employment outcomes, the success rate, the number of referrals to Vocational Rehabilitation (VR), and the number of consumers served.

Performance Measures for Vocational Rehabilitation



Performance Measures for VR (continued)



Source: Division of Vocational Rehabilitation, October 2005

Note: Beginning in FY2004, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) was implemented on 10/1/2003 and remain in place due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.

Why is this objective important?

Reaching a competitive and integrated employment outcome is a primary goal for the state's vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, which greatly saves state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families in the future. Failure to address this objective will impact the state's ability to meet the program's federal performance measures.

How does Missouri compare to other states and the nation on this measure?

In terms of the percentage of Vocational Rehabilitation (VR) participants achieving employment after receiving services, Missouri's FY04 rate of 61.9 percent exceeds the national standard of 55.8 percent and the rates for the following Missouri-border states: Iowa, 60.2 percent; Illinois, 61.2 percent; Arkansas, 52 percent; Kansas, 55.1 percent; and Nebraska, 55.3 percent.

What factors influence this measure?

Institution of waiting lists (Order of Selection).

Availability of jobs in the participant's community.

Availability of support services, such as guidance and counseling, child care and transportation.

Access to community-supported employment services.

Access to training and education opportunities.

Availability of assistive technology services.

Collaboration of the Missouri Career Center partner organizations and other related agencies.

Availability of qualified rehabilitation professionals to serve individuals with disabilities in every county in Missouri.

Key strategies and actions:

Provide training through a federal In-Service training grant for the continuous development of staff.

Collaborate with other state agencies, service providers, and client advocacy groups to provide clients with information to make informed choices regarding services and with information on employment opportunities.

Increase the number of secondary schools participating in the Transition from School-to-Work program and the number of students receiving transition services.

Work with Centers for Independent Living (CILs) in providing employment support services and information on independent living issues.

Expand community-based services through VR's service providers.

Use division strategic planning teams to improve client satisfaction, develop client retention plans in target areas of the state, recommend best case practices, and increase competitive employment outcomes.

Use the Missouri Rehabilitative Information System (MoRIS), a computer-based case management system, to increase time spent with clients in obtaining successful employment outcomes and as a management tool in monitoring case quality.

Provide training to educate counselors how to decrease diagnostic costs and application time by accepting the receipt of Social Security disability benefits as the basis for VR eligibility.

IV. KEY OUTCOME: Career preparation, employment, workforce advancement and independent living (*continued*)

KEY OBJECTIVE 3

**Maintain a decision accuracy rate of 96 percent or better
and a turn-around time of 86 days or less
in processing Social Security disability claims.**

What's the trend?

The number of Social Security disability claims filed has continued to increase since the past fiscal year. This is due in part to the aging baby boomer population, workforce displacement, and technological advances in life-saving medical science. The status of the economy has some impact on the number of claims filed. With the increase in requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff and the availability of other jobs within the economy all influence client services.

Disability claim processing standards

	2002 (actual)	2003 (actual)	2004 (actual)	2005 (projected)*	2006 (projected)*	2007 (projected)*	2008 (projected)*
Accuracy rate	95.2%	96.2%	97%	97%	97%	97%	97%
Processing time	78 days	78 days	70.7 days	86 days	86 days	86 days	86 days
Claims processed	83,781	84,129	87,672	89,000	91,000	93,000	93,930

Source: Division of Vocational Rehabilitation, Disability Determinations Section, April 2005

About the measure: In October 1999, Missouri Disability Determination Services (DDS), along with nine other states, began a new method of claim adjudication by combining the initial application process with the reconsideration process. The Social Security Administration (SSA) calls this method "Prototype." In January 2005, Missouri began rolling out an electronic folder process called Document Management Architecture (DMA). SSA's goal is to eliminate the handling of paper folders on initial claims by December 2005 through the DMA process. This will change the business process in Missouri DDS. It will require an extensive certification by SSA to ensure the electronic folder is identical to the paper folder. The successful completion of this certification process is referred to as Independence Day Assessment (IDA).

Why is this objective important?

The Social Security Administration (SSA) estimates that approximately 89,000 disability determinations claims will be processed in FY2005. Adequate funding and staffing help ensure that quality, accurate, and timely decisions are made. If adequate funds are not granted, recruitment and retention of quality staff will be adversely affected, which will result in decreased services to persons with disabilities who may qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri DDS has continuously ranked in the top 10 in all claims adjudicative areas. The adjudicator average pending caseload is 83 while the national average is 138. Processing time is better than the national average by 15 days in Title II claims and 18.8 days in Title XVI claims. Productivity as

measured by Production Per Work Year (PPWY) increased from 224.9 to 262.8 in FY04. Missouri's Consultative Exam rate of 33 percent was below the national rate of 41.4 percent.

What factors influence this measure?

The type and level of claims received can influence processing time. Initial Title II/Title IX or Concurrent Claims, Continuing Disability Review (CDR) claims, and hearings can all factor into the processing of Social Security disability claims. Other factors include, but are not limited to, the availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community, and changes in policy.

The initial claims workload (62,986) makes up about 72 percent of Missouri DDS' total workload (87,672) for FY04. This is typical for the workload. Besides initial claims, the workload includes Reconsiderations, Requests from the Office of Hearing and Appeals, CDRs, Pre-hearings, and Disability Hearing Unit Claims. For the past several years, the initial workload has increased about 5% for each fiscal year. This is due in part to workforce displacement in the economy, aging work force, life-saving medical technological advances, and fluctuations in the job market.

Missouri DDS has been under a hiring freeze imposed by SSA since October 2002. SSA has permitted two "critical" hires (September 2004 and June 2005), but it continues to maintain the hiring freeze. The critical hires have not kept pace with employee attrition. While the initial workload continues to increase about 5 percent per year, retirements create a reduction in experienced staff. The "new hires" require one year of extensive training before becoming productive plus additional years of training. The retention of qualified, experienced staff presents a real issue.

Key strategies and actions:

Provide training for the continuous development of staff.

Use a balanced approach (quality, timeliness, and cost-effectiveness) toward case adjudication.

Use all available SSA funding.

IV. KEY OUTCOME: Career preparation, employment, workforce advancement and independent living (*continued*)

KEY OBJECTIVE 4

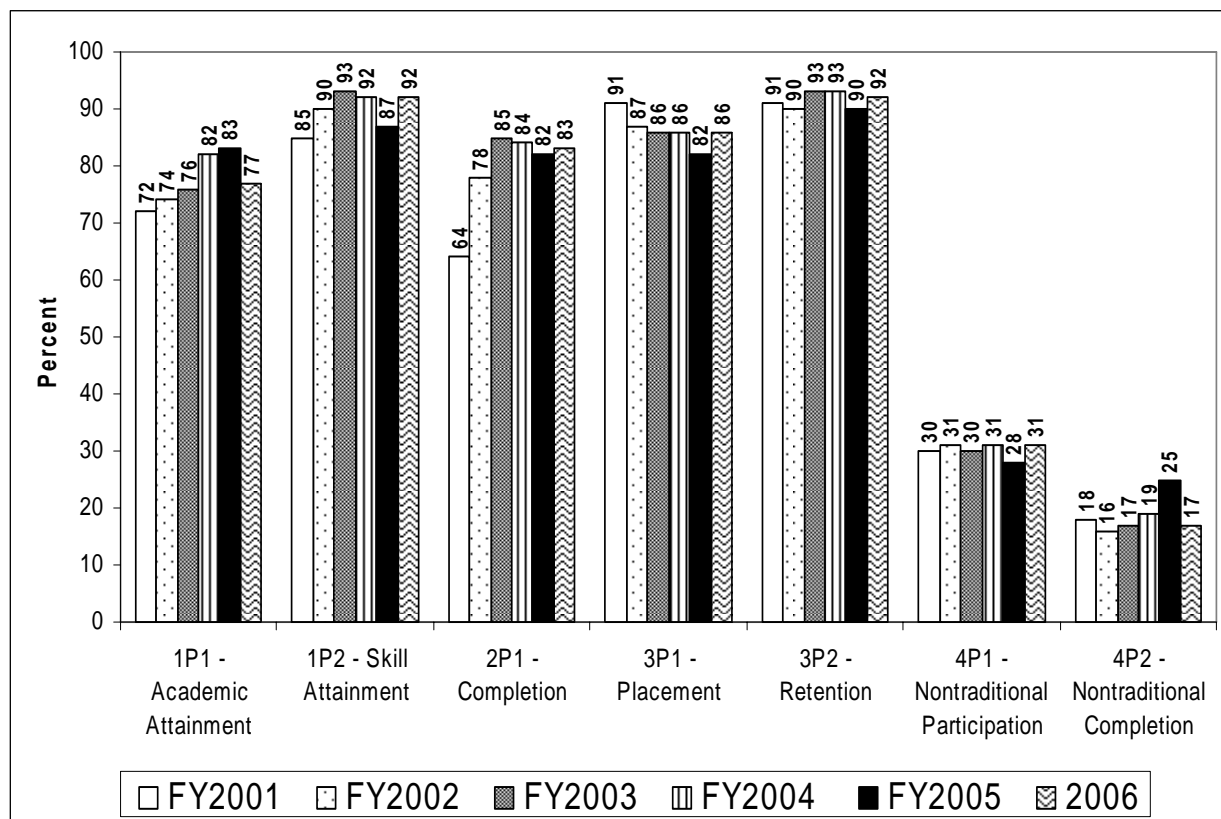
Meet or exceed performance goals for students enrolled
in career education programs
at the secondary and postsecondary level.

What's the trend?

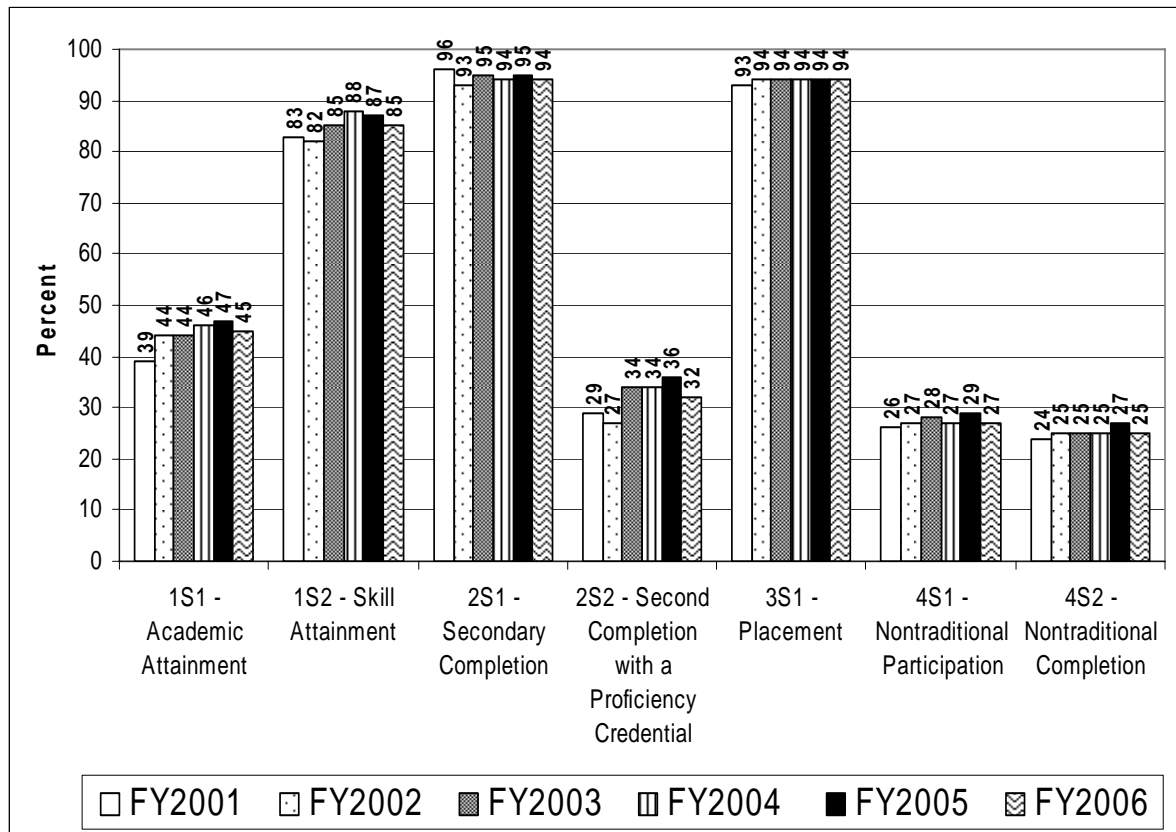
When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of career education. It immediately became necessary for each state to put an accountability system in place that would not only meet federal requirements but would also assist states in using data for program improvement efforts.

DESE negotiates levels of performance with the U.S. Department of Education's Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY2001 thru 2005.

Missouri's Secondary Perkins Performance (FY2001 to 2005 Actual and 2006 Projected)



Missouri's Secondary Perkins Performance (FY2001 to 2005 Actual and 2006 Projected)



Source: Division of Career Education, Administration and Accountability Services, January 2006 Missouri's postsecondary Perkins performance (FY2001 to 2005 Actual with 2006 Projected)

Why is this objective important?

The Division of Career Education is responsible for the administration of state and federally funded career education programs, services and activities within the state. The career education delivery system for postsecondary and adult students consists of 57 area career centers, one state technical college, 12 community colleges with 17 campuses, eight four-year institutions and two state agencies. In FY2005, 143,227 secondary and 58,713 postsecondary students participated in Perkins-funded activities.

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policy makers increasingly see career education as a critical component of larger education and workforce development systems.

In March 2004, the Missouri Training and Employment Council released the State of the Workforce Report, which outlined strengths and weaknesses in Missouri's workforce and related educational system. Among the recommendations was that Missourians must recognize and embrace the new knowledge-based economy. Strategies recognized include increased academic rigor and expansion of the career education system.

One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

Meeting or exceeding the adjusted levels of performance has resulted in incentive dollars for the state. More important, accountability data will be used to report to Congress how career education affects

students and how the funds provided are assisting students to meet academic and career education skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Because each state uses different methods of student assessment, state-to-state and national comparisons are not possible for Perkins performance data. Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement.

What factors influence this measure?

Quality and appropriateness of data collected.

The ability of districts to collect and analyze data in a timely manner.

Follow-up of students.

The cost of postsecondary education affects student participation and retention in postsecondary education.

Fluctuations in the national, state and local economies affect job placement and retention measures for federal and state programs.

The level of professional development new teachers receive affects student success in career preparation programs.

The increase in high school graduation requirements.

Key strategies and actions:

Professional Development: DESE will...

New Teacher Institute (NTI), which is a concentrated two-week course designed to enhance the industry expertise brought to the classroom by career education instructors.

Perkins recipients receive on-site technical assistance focusing on data collection and analysis, finance and general program administration. A team of DESE staff members have been trained to provide leadership and technical assistance to local education agencies.

The Career Education Mentoring Program assists new or returning career education teachers/counselors, by pairing participating teachers/counselors (protégés) with experienced teachers/counselors (mentors) for guided mentoring activities over the entire school year.

Best Practices and Technical Assistance: DESE will...

Sponsor the eight New Traditions Regional Resource Centers, which help schools and community colleges develop awareness activities and recruit and retain students, especially those from special populations.

Participate in U.S. Department of Education technical assistance and in-service activities.

Provide technical assistance and in-service to local education agencies.

Provide a Web-based Perkins application, which will allow for a less complicated submission process at the local level and timely review/approval process at the state level.

Initiatives that encourage Missouri students to link technical skills with academics and/or high achievement, including several nationally recognized curriculum programs and industry certifications.

The Vocational-Technical Education Enhancement Grants for high-demand occupations improve program services, equipment and curriculum development.

Assist districts in analyzing student performance longitudinally by use of the student identification system.

Performance and accountability: DESE will...

Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Funding: DESE will...

Support and use Career and Technical Student Organizations (CTSOs) to assist students in achieving academic success, skill attainment and leadership skills.

Support the effective use of existing and new technologies to aid in service delivery for adults, including those with disabilities.

Support customized training, short-term training and basic skills training in the workplace and at other locations to improve worker skills and employer productivity.

Implementation: DESE will...

Implement the approved state plan for career education as required by the Carl D. Perkins Vocational and Technical Education Act of 1998.

Incorporate appropriate findings and recommendations from the Missouri Training and Employment Council's March 2004 State of the Workforce Report.

Collaboration: DESE will...

Continue to collaborate with other state agencies to establish a comprehensive system of workforce preparation.

Establish cooperative agreements linking education, career preparation and transition to employment services for adults, including those with disabilities.

Articulation and dual credit agreements between secondary and postsecondary schools reduce the cost and time in training for students who take advantage of such options.

Communication: DESE will...

The Division of Career Education (formerly Vocational and Adult Education) has implemented a communications plan designed to create awareness, greater understanding and increased interest in the opportunities and benefits of career education for Missouri students.

IV. KEY OUTCOME: Career preparation, employment, workforce advancement and independent living (*continued*)

KEY OBJECTIVE 5

Increase the number of persons with significant disabilities who receive Independent Living Services by 9 percent, from 18,294 in FY2004 to 20,000 by 2008.

What's the trend?

Vocational Rehabilitation (VR) administers the Independent Living (IL) grant program through a statewide network of 21 Centers for Independent Living (CILs). The trend has been to increase the number of persons with significant disabilities receiving IL services each year. This has been accomplished through outreach activities conducted through the centers.

	2002 (actual)	2003 (actual)	2004 (actual)	2005 (projected)	2006 (projected)	2007 (projected)	2008 (projected)
Number of persons with significant disabilities who receive IL services	11,327	12,887	18,294	19,000	19,500	20,000	20,000

Source: Division of Vocational Rehabilitation, May 2005

About the measure: Data about the numbers of individuals receiving IL services are reported in the Federal Independent Living Section 704 Report.

Why is this objective important?

CILs provide an array of services to consumers within their communities that include the four core services: information and referral, advocacy, peer counseling, and independent living skills training. Programs and services provided by the CILs result in:

- Educating community leaders to promote equal access and improve the quality of life for all community members.
- Consumers accessing community resources to manage their own personal needs.
- Consumers accessing and developing alternative community resources to lessen the monetary strain on state and local service agencies.

Independent living skills training enhances the quality of life for persons with disabilities and fosters inclusion in community life. These services benefit persons with disabilities by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner.

How does Missouri compare to other states and the nation on this measure?

According to data provided by Independent Living USA, Missouri ranked fifth among states in 2005 for the number of community-based centers providing local access to services. However, there are no national reporting databases for comparing service standards for the IL programs.

What factors influence this measure?

Availability of public transportation and accessible housing.

Systemic barriers in federal and state Medicaid regulations.

Budget constraints in state-funded programs have an impact on program operations, outcomes, and outputs. For instance, October 2003 budget constraints created waiting lists (Order of Selection) that reduced the number of individuals served by VR.

Key strategies and actions:

Collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost-effectiveness of resource sharing.

Develop and sustain partnerships at the government and local level with consumer involvement to ensure that effective strategies are designed to improve supports in the community to sustain independence and inclusion.

Identify resources and develop initiatives that expand statewide IL services enabling persons with disabilities to live independently.

Work with the CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

Key programs for Outcome 4

Matrix of DESE Key Programs for Outcome 4 by Objective					
Program Name	Objective				
	1	2	3	4	5
A+ Schools				•	
Adult Community Education System (ACES reporting system)	•				
Articulation Agreements/Dual Credit Agreements				•	
Automotive Youth Education Systems (AYES)				•	
Career and Technical Student Organizations (CTSOs)				•	
Career Education Mentoring Program				•	
Centers for Independent Living		•			
Centers for Independent Living					•
CISCO Academies and other nationally recognized computer networking or repair certifications				•	
Community Rehabilitation Programs		•			
Disability Determination Service			•		
Family Literacy with ESL focus	•				
Federal Ticket-to-Work Program		•			
Federal-State Home and Community-Based Services					•
GED Online	•				
High Schools That Work (HSTW)				•	
Kuder Career Planning systems				•	
Missouri AEL Professional Development Center	•				
Missouri Career Centers		•			
Missouri School Improvement Program (MSIP)				•	

Missouri Student Information System (MOSIS)				•	
New Teacher Institute (NTI)				•	
New Traditions Regional Resource Centers				•	
Project Lead the Way (PLTW)				•	
Social Security Administration			•		
Supported Employment programs		•			
Tech Prep				•	
Transition from School-to-Work Program		•			
Vocational-Technical Enhancement Grant Award Program				•	

For more information:

Websites for Additional Information on Outcome 4 by Objective					
Resources	Objective				
	1	2	3	4	5
http://www.dese.mo.gov/divcareered/	•			•	
http://www.vr.dese.mo.gov		•	•		•
http://www.ed.gov/about/offices/list/ovae/pi/adulted	•			•	
Missouri State Rehabilitation Council Annual Report, FY2004		•			
http://www.ssa.gov			•		

V. KEY OUTCOME

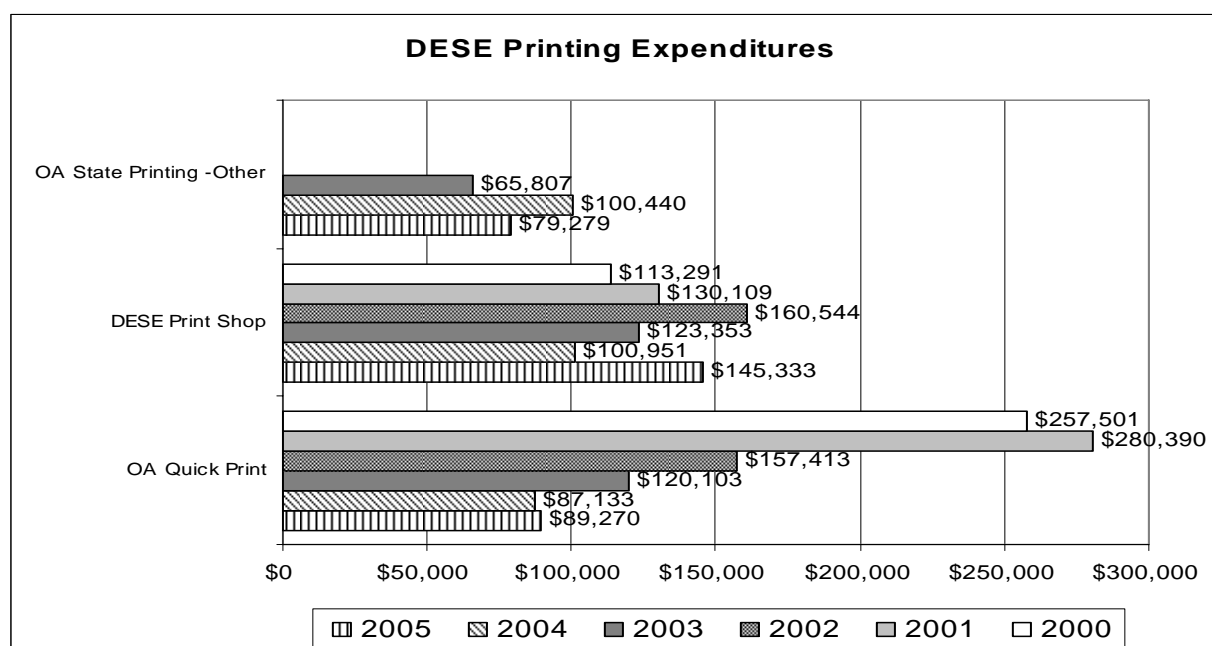
Effective, efficient, and responsible Department operations

KEY OBJECTIVE I.1:

Decrease printing costs while improving publication quality.

What's the trend?

To determine whether printing costs have decreased, expenditures of the Department Print Shop as well as the Department's expenditures for OA Quick Print services and negatives from OA State Printing since 2000 are being tracked. The purchase of a computer-to-plate system at the DESE Print Shop in 2002 has helped reduce both negative and OA Quick Print costs dramatically without significantly increasing the department's Print Shop costs.



SOURCE: Accounting and Procurement Section

To determine publication quality trends, an internal customer satisfaction survey asking for staff views of the quality and effectiveness of publications edited, designed and/or printed by the Publications and Printing section will be conducted.

Why is this objective important?

Decreasing budgets and funding make it necessary to save on printing costs.

More of our customers access the Web on a regular basis and view an increasing number of publications there.

Publication quality varies across the Department. Improvements consistent with high-quality publications are needed.

Key strategies

Update policies and procedures to ensure that staff members use the most cost-effective printing methods and materials.

Establish guidelines to help staff ensure publication consistency in print and on the Web.

Offer timely, thorough publication editing and design services.

Encourage staff to place relevant information on the Department Web site and reduce the need for printed material.

Action plan

(Responsible Stakeholder: Publications and Printing)

Continue to advise staff on cost-effective publications choices such as ink and paper selection, design issues and mailing options.

Advise and collaborate with staff to determine what publications could be produced only for the Web and not printed.

Create procedures to produce Web-only publications.

Encourage divisions to review communication needs and reduce costs where possible.

Establish a calendar to track recurring print jobs.

Continue working on the Publications and Printing intranet site.

Increase staff awareness of the services offered by the Publications and Printing Section by meeting with cross-division Publications Liaisons regularly and including information about printing services and costs in new-employee orientation/training.

Establish a style guide to ensure Department-wide consistency.

OUTCOME: EFFECTIVE, EFFICIENT DEPARTMENT OPERATION

OBJECTIVE I.2:
Decrease mailing costs.

What's the trend?

Administrative budget pressures remain and postage costs have uniformly increased. Further, contract carrier costs are expected to increase as fuel costs escalate.

DESE POSTAGE EXPENDITURES	2000	2001	2002	2003	2004	2005
U.S. Postal Service	\$332,528	\$344,306	\$307,772	\$337,425	\$232,188	\$340,929
UPS	\$85,097	\$90,136	\$19,616	\$23,868	\$25,647	\$62,134
AAA Mailing Service	\$11,494	\$10,354	\$8,445	\$6,426	\$5,727	\$5,181
Federal Express	\$1,031	\$2,689	\$2,042	\$2,352	\$2,157	\$1,115
Minus End-of-Year Reserve	0	-\$39,673	-\$39,673	-\$26,935	-\$43,429	-\$57,182
TOTAL	\$430,150	\$415,384	\$298,202	\$342,920	\$222,290	\$352,177

Why is this objective important?

The increased efficiency has caused a reduction in costs even while the department has experienced postage increases in Fiscal Years 1999, 2001, and 2002. United Parcel has also increased their cost in Fiscal Years 2001, 2002, 2003, and 2004.

Key strategies

The Department will encourage all divisions to increase use of the consolidated mailing system.

The Department will increase use of the DESE website by encouraging staff through existing policies and procedures to place relevant information on the website.

Action plan

(Responsible Stakeholder: Mailroom)

Continue/expand meetings with staff to discuss mailing options.

Disseminate information to staff concerning mailing options.

Create two outboxes in the divisions—one for first-class mail and one for library-rate mail.

Create a list service to send information via e-mail to building Principals and Test Coordinators.

Decrease the use of Next Day service.

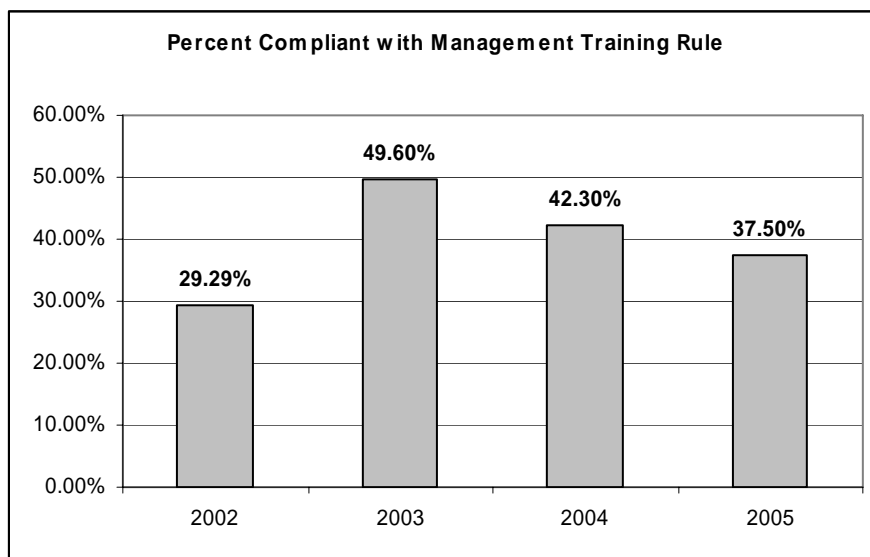
Efficient, Effective Employees

OBJECTIVE II.1:

Increase the number of managers who are compliant with the state management training rule.

What's the trend?

To determine staff participation in the Management Training Rule. Compliance with the management training rule ensures that staff are reaching their full potential through training opportunities.



Note: Managers must attend 16 hours of training per calendar year, and include the positions of Assistant Directors and above.

Why is this objective important?

Well trained managers improve morale.

Well trained managers have fewer employee problems.

Key strategies

Develop additional training classes.

The Department will encourage managers to attend training.

The Department will provide time for managers to attend training.

Action plan

(Responsible Stakeholder: Human Resources)

Expand DESE University classes with additional offerings.

Encourage and support computer- training classes.

Encourage and support attendance at DESE University classes.

The Department will allow employees to flex their work hours to attend school whenever it is possible and still keep the workplace operating smoothly.

Area degree program information will be made available in Human Resources.

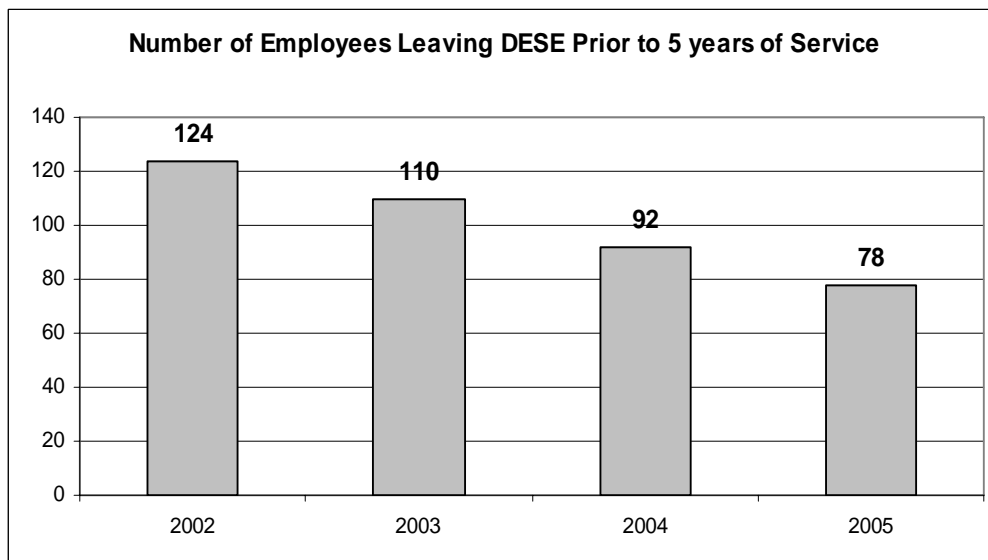
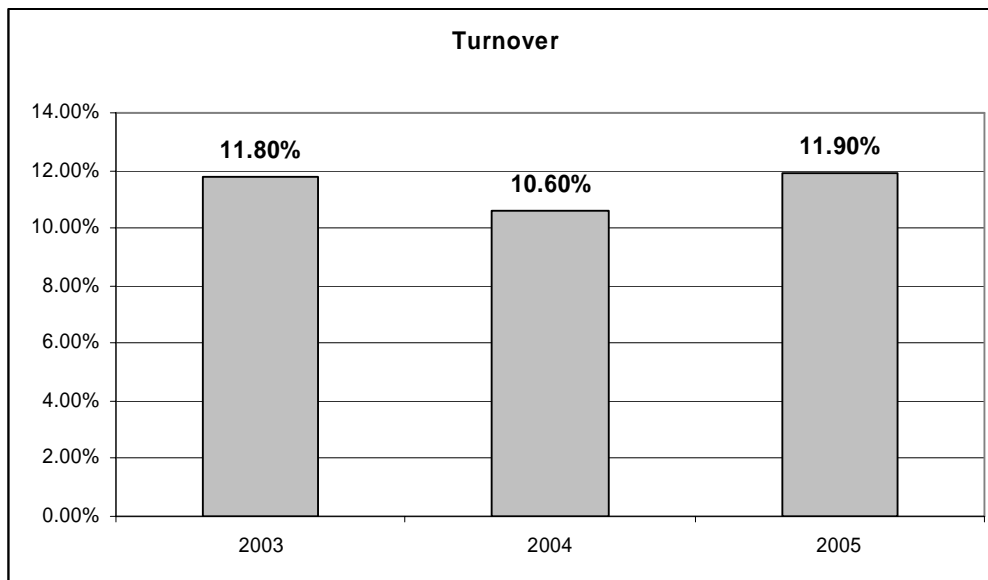
All training and conference attendance will be tracked in SAM II and reported to the Divisions on a quarterly basis.

Efficient, Effective Employees

**OBJECTIVE II.2:
Lower turnover rate of Department employees**

What's the trend?

To determine the turnover rate of DESE employees. Employee turnover is a measure of employee satisfaction and morale. Addressing turnover will aid in reducing training/retraining costs and knowledge retention.



Note: Data reflects only separations, no promotions or transfers, and does not include hourly employees.

Why is this objective important?

Lower turnover rate improves continuity of all policies and procedures.

Lower turnover reduces costs of hiring, training, grievances.

Vested employees tend to stay longer.

Key strategies

Implement retention strategies.

Action plan

(Responsible Stakeholder: Human Resources)

Provide quarterly reports to the divisions concerning turnover.

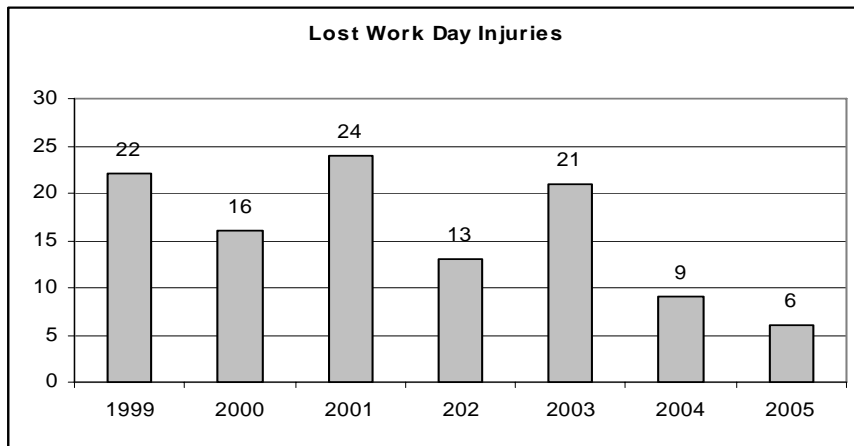
Enhance family friendly environment in the workplace.

Efficient, Effective Employees

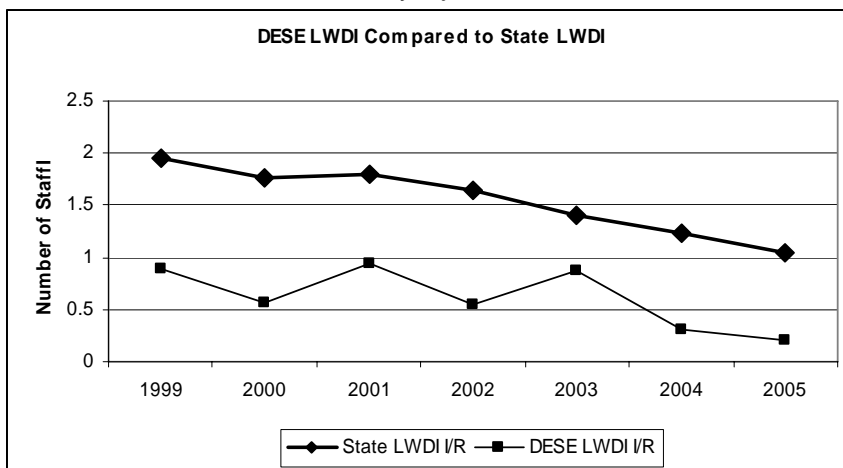
OBJECTIVE II.3:
Decrease the number of workers compensation
lost work day injuries.

What's the trend?

Identifying DESE's Lost Work Day Injuries (LWDI) allows us to customize efforts to meet the unique needs of our agency and focus on efforts to reduce injuries.



Note: LWDI means Lost Work Day Injuries. This Chart number does not include any hourly employees.



Note: LWDI I/R means Lost Work Day Incidence Report per 100 employees. This data reflects All Department employees, including substitutes in State Schools.

Why is this objective important?

Lower LWDI means improved productivity.

Lower LWDI reduces worker's compensation costs.

Improved safety raises morale.

Key strategies

Report to each Division their LWDI rate on a quarterly basis.

Implement random safety inspections.

Action plan

(Responsible Stakeholder: Human Resources)

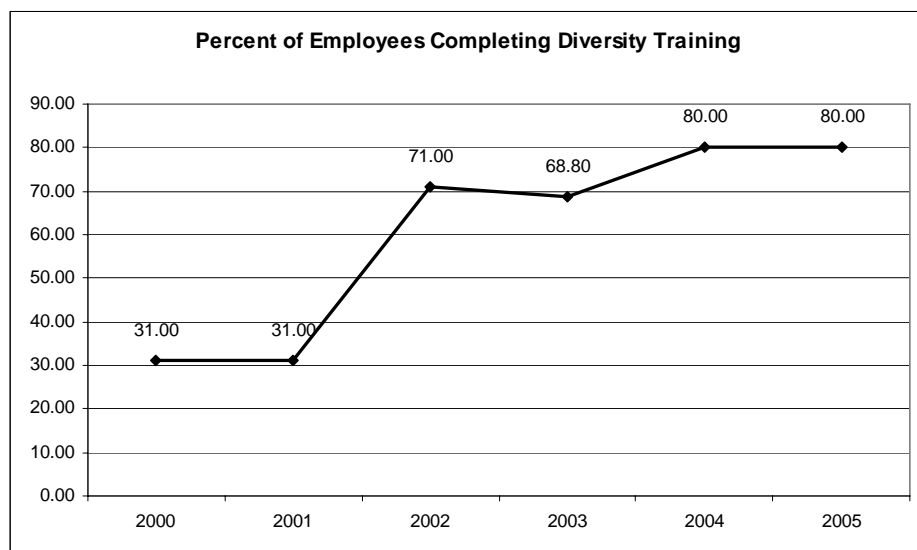
Provide quarterly safety reports to the divisions concerning workers compensation claims.

Implement regular safety reviews of buildings.

OBJECTIVE III.1:
Improve service and enhance communication through a
culturally diverse and knowledgeable workforce.

What's the trend?

Monitoring the percentage of employees participating in the diversity training allows us to target efforts toward achieving 100% participation.



Why is this objective important?

A culturally diverse workforce enhances overall communication and problem solving;

A culturally diverse workforce enhances retention of minorities; and

A culturally diverse workforce enhances overall morale.

Key strategies

The Department will provide ongoing diversity training for all DESE employees.

The Department will develop partnerships and collaborative agreements with other agencies and organizations that represent diverse populations.

The Department will strengthen the implementation of its affirmative action plan.

Action plan

(Responsible Stakeholder: Human Resources)

Work with the Office of Equal Opportunity and college career centers in recruiting job applicants.

Advertise vacancies in minority newspapers.

Place affirmative action plan information on DESE Human Resources Intranet.

OBJECTIVE III.2:
Increase the percentage of minority and female Department employees in the top quartile of earnings.

What's the trend?

The Department routinely monitors minority and female earnings to ensure workforce equity.

	2001	2002	2003	2004	2005
Percentage of minority employees with top-quartile salaries	10.37%	5.28%	5.9%	NA	NA
Percentage of white female employees with top quartile salaries	65.40%	48.51%	50.69%	NA	NA

SOURCE: Office of Equal Opportunity, Office of Administration

Why is this objective important?

To overcome inequities from the past;

Overcoming these inequities will increase retention of quality minorities and females;

Overcoming these inequities will improve morale of workforce.

Key strategies

The Department will encourage the recruitment, employment and retention of minority and female employees for advanced-level positions.

The Department will encourage greater acceptance, understanding and appreciation of persons of diverse cultures.

The Department will encourage employees to pursue professional development opportunities.

Action plan

(Responsible Stakeholder: Human Resources)

Expand DESE University classes with additional offerings.

Work with the Office of Equal Opportunity and college career centers in recruiting job applicants.

Advertise vacancies in minority newspapers.

OBJECTIVE III.3:
Increase the Department's purchases from certified minority and female businesses, as prescribed by the Governor's Executive Order 05-30.

What's the trend?

To determine the Department's purchases from Minority and Women owned businesses to ensure that efforts are being made to meet or exceed state goals established under the Governor's Executive Order.

	2000	2001	2002	2003	2004	2005
Percent of Department purchases from certified minority-owned businesses <i>(state average)</i>	1.59% <i>(3.31%)</i>	4.91% <i>(6.33%)</i>	5.11% <i>(6.67%)</i>	3.75% <i>(7.98%)</i>	5.57% <i>(8.21%)</i>	8.47%
Percent of Department purchases from certified female-owned businesses <i>(state average)</i>	1.38% <i>(1.29%)</i>	2.97% <i>(1.60%)</i>	3.17% <i>(2.02%)</i>	1.91% <i>(2.62%)</i>	2.83% <i>(3.33%)</i>	3.52%

SOURCE: Division of Purchasing, Office of Administration

Why is this objective important?

This objective directly addresses the Governor's Executive Order 05-30 to increase purchases with Minority and Women owned businesses.

Key strategies

The Department will encourage staff to utilize certified minority and female vendors.

The Department will encourage minority and female vendors to become certified by the Office of Administration, Division of Purchasing.

The Department will provide Minority Business Enterprise/Women Business Enterprise reports for dissemination to staff.

Action plan

(Responsible Stakeholder: Procurement)

Distribute information noting certified MBE/WBE vendors to DESE fiscal liaisons.

Send a letter along with certification applications to vendors that are not certified.

Distribute quarterly OA MBE/WBE reports to all fiscal liaisons.

Provide intranet site for the Department's MBE/WBE reports for viewers.

Attend MBE/WBE conferences.

Support annual MBE/WBE publications.

Efficient and Effective use of DESE Technology

OBJECTIVE IV.1:
Creation of an Information Portal to Education Data for Decision Making

What's the trend?

Percent of Each Task Completed						
Tasks Needed for Completion	2001	2002	2003	2004	2005	2006
Choose a web based reporting tool	20%	50%	90%	100%	100%	100%
Identify Key Educational Indicators	20%	30%	80%	95%	100%	100%
Develop and maintain a Data Warehouse with the Key Educational Indicators	25%	25%	50%	90%	100%	100%
Document and maintain the on-line metadata for all indicators	25%	30%	50%	95%	100%	100%
Develop the Informational Portal to Access the Key Educational Indicators	0%	10%	30%	50%	80%	100%
OVERALL TASK COMPLETED	18%	29%	60%	86%	96%	100%

Why is this objective important?

Data systems which are organized to provide information are in high demand. State educators need data for administrative and instructional purposes, legislators need data to help determine budgets and the success of various programs, parents and citizens need data to help them determine how their students are performing as well as the schools within their communities. An integrated database of information related to Missouri's public schools will help department staff, staff in the public schools and the general public be in a position to make better decisions for Missouri's citizens. Providing one central access point will allow for more consistent disbursement of information.

Key strategies

Document key indicators, including definitions, formulas, sources, and uses.

Develop and maintain building, district and state summaries; historical data as well as the ability to maintain and add additional indicators and years.

Continue to work with DESE staff to add indicators to provide meaningful data to customers.

Serve to meet Federal Reporting requirements.

Reviewing other sites for organizational ideas, including plans for State portal.

Reviewing technical capabilities.

Standards

Coordinate with overall State portal.

Action plan

(Responsible Stakeholder: Information Technology Services Division, Data Manager)

Plan for static vs dynamic schedule for freezing of data.

Track report availability.

Review other web portals to help design and develop Missouri's Educational Portal.

Efficient and Effective use of DESE Technology

**OBJECTIVE IV.2:
Planning for Student Information System**

What's the trend?

To meet the reporting requirements of the federal No Child Left Behind legislation many states have developed or are in the process of developing a student information system to reduce the data burden on local schools and districts. In keeping with this trend, the Department of Elementary and Secondary Education has developed a student-level record system, known as Missouri Student Information System, or MOSIS. When fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently.

Starting in September, 2005 "pre-coding" of MAP student information sheets will be offered for all districts that have joined MOSIS. This will be a significant benefit for districts as they prepare for the expanded, grade-level MAP testing in the spring, 2006.

Gantt Chart

ID	Task Name	Start	Finish	2006				2007				2008			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	Phase 1: Business Needs Analysis	2/1/2006	8/1/2006												
2	Phase 2: Data Design	9/1/2006	12/1/2006												
3	Phase 3: System Design	12/1/2006	10/31/2008												
4	Phase 4: Implement and Test	2/1/2007	8/1/2007												

Why is this objective important?

A "statewide student identifier" is a number assigned to each student in a state. States assign these numbers as an efficient way to manage individual student records in an automated information system. Confidentiality is not only maintained but enhanced using these identifiers because student names appear less frequently on records.

The student identifier must be unique (assigned to only one student), unchanged (follow the student throughout the school years), unduplicated (only one per student), and ubiquitous (every state program uses it). Under these conditions, the Department of Education can collect and maintain individual student records with which to respond to changes and new information requirements such as those from No Child Left Behind without passing that burden on to schools and divisions. (Source: Glynn D. Ligon, Evaluation Software Publishing).

Key strategies

Review other states and obtaining their RFPs for similar activities.

Complete needs assessment with the districts.

View demonstrations from vendors to get ideas.

Meet federal and state reporting requirements.

Action plan

(Responsible Stakeholder: Information Technology Services Division, Data Manager)

Plan for static vs dynamic schedule for freezing of data.

Track report availability.

Review other web portals to help design and develop Missouri's Educational Portal.